

STUDENT PROGRESSION PLAN

2012-2013



“Building a Brighter Future for All Students”

Gadsden County Schools

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FOREWORD

In 1976, the Florida State Legislature passed into law the Educational Accountability Act of 1976, which includes the statutory requirement that each school district in the State of Florida establish a comprehensive program for pupil progression.

In 2003, the Legislature enacted Florida Statute 1008.25, which changed the name of this document from Pupil Progression Plan to Student Progression Plan and requires more stringent student performance for promotion and greater communication with parents regarding progress, including the publication of annual reports in the local newspaper.

The Student Progression Plan is revised and updated annually, based on input from school and district personnel and legislative and State Board Rule changes. This plan is written in the best interest of individual students and complies with the State Statutes and directives from the Florida Department of Education. All district level and school level instructional personnel, parents, and students are encouraged to study the requirements of the Gadsden County Schools Student Progression Plan, with the understanding that the legislative intent is to raise the quality of education in Florida schools.

Promotion, remediation, retention, or specific assignment procedures contained in this plan are designed to ensure that each student's grade placement is made to serve the best interests of the student and are in accordance with *F.S.1008.25* and all other relevant state and school board rules.

The Gadsden County Public School District has a strategic plan in place to improve instruction and student achievement in all of its schools. The plan incorporates many of the Best Practices recommended by the guidelines of Florida's Office of Program Policy Analysis and Governmental Accountability (OPPAGA).

Every student in the Gadsden County public school system is expected to make satisfactory progress through the grades and achieve a level of academic proficiency and social/emotional development which will enable him/her to benefit from instruction at the next grade level. The Gadsden County Student Progression Plan implements school board policy and establishes procedures to be followed. It provides each student enrolled in the Gadsden County public schools with the maximum opportunity to succeed in school.

All Gadsden County Public Schools are expected to make every reasonable effort to assist students in meeting promotion and/or graduation requirements.

Statement of Beliefs

The Gadsden County School District believes that . . .

All students can learn.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system.

Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning.

Education is the key to opportunity and social mobility.

A safe and supportive learning environment promotes student achievement

Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.

The chief priority of any school system should focus on learning across the system. (Student learning, professional learning, and organizational learning)

The development of a caring school community should be a priority for our school system.

The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

VISION STATEMENT

It is the vision of The School Board of Gadsden County that all students are prepared for success in a rapidly changing, diverse, global society through a variety of educational opportunities.

The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life.



MISSION STATEMENT

Our mission is *Building a Brighter Future* as we prepare students for success in life.

LEGAL BASIS OF THE STUDENT PROGRESSION PLAN

F. S. 1008.25 Public school student progression; remedial instruction; reporting requirements.

..--It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

COMPREHENSIVE PROGRAM - F.S. 1008.25 (2)

Each district school board shall establish a comprehensive program for student progression which must include the following:

1. Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
2. Specific levels of performance in reading, writing, science and mathematics for each grade level, including the levels of performance on statewide assessments, as defined by the Commissioner of Education. If below level performance is documented, the student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style.
3. An appropriate alternative placement must be made for a student who has been retained two (2) or more years. For students retained in third grade who have been retained twice in the K-3 school years, an Intensive Acceleration Class is to be provided.

ALLOCATION OF RESOURCES - F.S. 1008.25 (3)

District school boards shall allocate remedial and supplemental instructional resources to students, with priority given to: students who are deficient in reading by the end of third grade and students who fail to meet performance levels required for promotion, consistent with the District school board's plan for student progression required in # 2.

ASSESSMENT AND REMEDIATION - F.S. 1008.25 (4)

- (a) Each student must participate in the statewide assessment tests required by *F.S.1008.22*. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction as described in paragraph (b).
- (b) The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a **progress monitoring plan**. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:
 1. A federally required student plan such as an individual education plan;
 2. A school-wide system of progress monitoring for all students; or
 3. An individualized progress monitoring plan.The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as

having a deficiency in reading, the K-12 comprehensive reading plan required by *F.S.1011.62(9)* shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

- (c) Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

READING DEFICIENCY AND PARENTAL NOTIFICATION - F.S. 1008.25 (5)

- (a) It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.
- (b) Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in paragraph (a), is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained.
- (c) The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:
 1. That his or her child has been identified as having a substantial deficiency in reading.
 2. A description of the current services that are provided to the child.
 3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
 4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
 5. Strategies for parents to use in helping their child succeed in reading proficiency.
 6. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
 7. The district's specific criteria and policies for midyear promotion. (Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.)

ELIMINATION OF SOCIAL PROMOTION - F.S. 1008.25 (6)

- (a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- (b) The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions shall be limited to the following:
 - 1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
 - 2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
 - 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
 - 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
 - 5. Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
 - 6. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.
- (c) Requests for good cause exemptions for students from the mandatory retention requirement as described in **F.S. 1008.25** (b)3 and 4 shall be made consistent with the following:
 - 1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.
 - 2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the

district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

SUCCESSFUL PROGRESSION FOR RETAINED READERS - F.S. 1008.25 (7)

1. Students retained due to a deficiency in reading must be provided intensive interventions in reading to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.
2. Beginning with the 2004-2005 school year, each school district shall:
 1. Conduct a review of student progress monitoring plans for all students who did not score above Level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions in **F.S. 1008.25 (6)(b)**. The review shall address additional supports and services, as described in this subsection, needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student.
 2. Provide students who are retained under the provisions of paragraph (5)(b) with intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to:
 - a. Small group instruction.
 - b. Reduced teacher-student ratios.
 - c. More frequent progress monitoring.
 - d. Tutoring or mentoring.
 - e. Transition classes containing 3rd and 4th grade students.
 - f. Extended school day, week, or year.
 - g. Summer reading camps.
 3. Provide written notification to the parent of any student who is retained under the provisions of **F.S. 1008.25 (5)(b)** that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in **F.S. 1008.25 (6)(b)**. The notification must comply with the provisions of s. **1002.20(15)** and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
 4. Implement a policy for the mid-year promotion of any student retained under the provisions of **F.S. 1008.25 (5)(b)** who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Tools that school districts may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT, as

determined by the State Board of Education. The State Board of Education shall adopt standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate 4th grade level reading skills.

5. Provide students who are retained under the provisions of **F.S. 1008.25 (5)(b)** with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
6. Provide parents of students to be retained with at least one of the following instructional options:
 - a. Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school.
 - b. A "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading.
 - c. A mentor or tutor with specialized reading training.
7. Establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall:
 - a. Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools. The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - b. Be provided during regular school hours in addition to the regular reading instruction.
 - c. Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
 - (I) Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.
 - (II) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - (III) Provides scientifically based and reliable assessment.
 - (IV) Provides initial and ongoing analysis of each student's reading progress.
 - (V) Is implemented during regular school hours.
 - (VI) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
8. Establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the Intensive Acceleration Class shall be to increase a child's reading level at least two grade levels in 1 school year. The Intensive Acceleration Class shall:

- a. Be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT.
 - b. Have a reduced teacher-student ratio.
 - c. Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas.
 - d. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
 - e. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.
 - f. Include weekly progress monitoring measures to ensure progress is being made.
 - g. Report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester.
9. Report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of requested reports.
10. Provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS – F.S. 1002.3105

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. Each school must offer a minimum of the following ACCEL options:

- whole-grade and midyear promotion
- subject-matter acceleration
- instruction in higher grade level subjects
- Credit Acceleration Program under s. 1003.4295, F.S.

Additional ACCEL options may include, but are not limited to, the following:

- enriched science, technology, engineering, and mathematics (STEM) coursework
- enrichment programs
- flexible grouping
- advanced academic courses
- combined classes

- self-paced instruction
- curriculum compacting
- advanced-content instruction
- telescoping curriculum.

Special note: Curriculum compacting is a process whereby a student is given a pre-assessment giving the teacher information about what content the student has already mastered. The student would then not be required to complete mastered content, but work on alternate or enrichment activities instead. In 'telescoped' curriculum, material is not necessarily 'skipped' but students move more quickly through all material thereby eliminating repetition and considerably increasing the pace of instruction to meet the needs of high potential students.

Principal Determined Eligibility Requirements

When the promotion or acceleration occurs within the principal's school, each principal must establish student eligibility requirements for

- virtual instruction in higher grade level subjects
- whole-grade promotion
- mid-year promotion
- subject-matter acceleration.

If a school offers enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements.

School District Determined Eligibility and Procedural Requirements

The school district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the school district must be included in the school district's comprehensive student progression plan as outlined in s. 1008.25, F.S.

Student Eligibility Considerations

When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

- a. The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22, F.S.
- b. The student's grade point average
- c. The student's attendance and conduct record
- d. Recommendations from one or more of the student's teachers in core-curricula courses as outlined in s. 1003.01(14)(a)-(e), F.S.
- e. A recommendation from a guidance counselor if one is assigned to the school in which the student is enrolled.

Each principal must inform parents and students of the ACCEL options available at the school and the student eligibility requirements for ACCEL options established pursuant to s. 1002.3105(2)(a), F.S. Each principal must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher-grade level subjects; or an alternative ACCEL option established by the principal. If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to s. 1002.3105(2)(a), F.S., the student must be provided the opportunity to participate in the ACCEL option.

The school district must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive student progression plan, as required in s. 1002.3105(2)(b), F.S., the student must be provided the opportunity to participate in the ACCEL option.

If a student participates in an ACCEL option pursuant to the parental request under s. 1002.3105(2)(b)1., F.S., a performance contract must require compliance with:

- (4)(c)1. Minimum student attendance requirements.
- (4)(c)2. Minimum student conduct requirements.
- (4)(c)3. ACCEL option requirements established by the principal, who may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

At the beginning of each school year, parents of students in or entering high school must be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses and options for early or accelerated high school graduation as outlined in ss. 1003.4281 and 1003.429.

DIGITAL LEARNING – F.S. 1002.321

The school district has established multiple opportunities for student participation in part-time and full-time kindergarten through grade 12 virtual instruction. Options include, but are not limited to:

- (4)(a) School district operated part-time or full-time virtual instruction programs under s. 1002.45(1)(b) for kindergarten through grade 12 students enrolled in the school district. A full-time program shall operate under its own Master School Identification Number.
- (4)(b) Florida Virtual School instructional services authorized under s. 1002.37.

- (4)(c) Blended learning instruction provided by charter schools authorized under s. 1002.33.
- (4)(d) Full-time virtual charter school instruction authorized under s. 1002.33.
- (4)(e) Courses delivered in the traditional school setting by personnel providing direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques pursuant to s. 1003.498.
- (4)(f) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.

The Florida Virtual School may provide full-time and part-time instruction for students in kindergarten through grade 12. To receive part-time instruction in kindergarten through grade 5, a student must meet at least one of the eligibility criteria in s. 1002.455(2). Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of course assessments required pursuant to s. 1008.22(3)(c)2. Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessment must take all end-of-course assessments required pursuant to s. 1008.22(3)(c)2. All statewide assessments must be taken at the school to which the student would be assigned according to district school board attendance areas. A school district must provide the student with access to the school's testing facilities.

The district must provide parents with timely written notification of at least one open enrollment period for full-time students of 90 days or more, which ends 30 days before the first day of the school year. The purpose of the program is to make quality virtual instruction available to students using online and distance learning technology in the nontraditional classroom. A school district virtual instruction program shall consist of the following:

- (1)(b)1. Full-time virtual instruction for students enrolled in kindergarten through grade 12.
- (1)(b)2. Part-time virtual instruction for students enrolled in kindergarten through grade 12 courses are measured by each approved provider's school grade or school improvement rating as specified in s. 1002.45(8)(a)2., F.S.
- (1)(b)3. Full-time or part-time virtual instruction for students enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice education programs, core-curricula courses to meet class size requirements, or Florida College System institutions.

A student is eligible to participate in virtual instruction if:

- (2)(a) The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program surveys.
- (2)(b) The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to a permanent change of station order.

- (2)(c) The student was enrolled during the prior school year in a virtual instruction program under s. 1002.45, F.S., the K-8 Virtual School Program under s. 1002.415, F.S., or a full-time Florida Virtual School program under s. 1002.37(8)(a), F.S.
- (2)(d) The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year.
- (2)(e)(f) The student is eligible to enter kindergarten or first grade or the student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.

The virtual instruction options include:

- (3)(a) School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45(1)(b), F.S. for students enrolled in the school district.
- (3)(b) Full-time virtual charter school instruction authorized under s. 1002.33, F.S.
- (3)(c) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498, F.S.

PROCEDURES AND MAINTENANCE OF STUDENT RECORDS – F.S. 1003.25(3)

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida’s public schools Effective July 1, 2012, the procedures shall be as follows:

(1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (3) of this rule.

(2) If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student’s transcript shows credit received in Algebra 1, or an equivalent course; Geometry, or an equivalent course; or Biology 1, or an equivalent course, the decision as to whether the student must take Florida’s statewide, standardized end-of-course (EOC) assessment in Algebra 1, Geometry, or Biology 1, respectively, shall be made by the school principal as follows:

(a) A transfer student will not take Florida’s

1. Algebra 1 EOC Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school, or achieved a passing score on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the requirements of the Elementary and Secondary Education Act, 20 U.S.C. ss. 6301, et seq., or if the student achieves an equivalent score on another assessment as identified pursuant to Section 1008.22(11), F.S.

2. Geometry EOC Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school, or if the student achieves an equivalent score on another assessment as identified pursuant to Section 1008.22(11), F.S.

3. Biology 1 EOC Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school, or if the student achieves an

equivalent score on another assessment as identified pursuant to Section 1008.22(11), F.S.

(b) A transfer student will take Florida's EOC assessments in Algebra 1, Geometry, and Biology 1 under all other circumstances and must pass the EOC in order to earn credit in the course.

(3) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (4) of this rule.

(4) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

(a) Portfolio evaluation by the superintendent or designee;

(b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;

(c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;

(d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;

(e) Demonstrated proficiencies on the FCAT and on EOC assessment(s) for course(s) that require a passing score on an EOC assessment in order to award course credit; or

(f) Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (4)(d) and (e) of this rule if required.

Rulemaking Authority 1003.25(3), 1008.22(13) FS. Law Implemented 1003.25(3), 1008.22(9)(b) FS. History—New 8-28-00, Formerly 6-1.099, Amended 9-22-03, 4-30-12.

ANNUAL REPORT - F.S. 1008.25 (8)

(a) Each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

(b) Each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.

1. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.
2. By grade, the number and percentage of all students retained in grades 3 through 10.

3. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in **F. S.1008.25 (6)(b)**.
4. Any revisions to the district school board's policy on student retention and promotion from the prior year.

RESPONSIBILITIES/ROLES RELATING TO STUDENT PROGRESSION

RESPONSIBILITIES OF THE PRINCIPAL

- Supervise the implementation of the Student Progression Plan at the school
- Assist and supervise teachers use of focus calendars/lessons, pacing guides, Sunshine State Standards, FCAT item specifications, and assessment information
- Make final decisions regarding the assignment of specific students
- Insure that parents or guardians are advised of student progress and of the possible retention of their child as soon as possible
- Upon request, make available to all parents/guardians and students a copy of the Student Progression Plan at the time the student is officially enrolled in the school.

RESPONSIBILITIES OF THE TEACHER

- Use focus calendars/lessons, pacing guides, Next Generation/Common Core Sunshine State Standards, reading/language arts, mathematics and science assessment information as required by the school and district
- Utilize all available data including mini-assessments, quarterly assessments, daily assignments, teacher observations, portfolios, past performance, and other available information to plan instruction and evaluate student performance
- Correlate student evaluation to Next Generation/Common Core Sunshine State Standards, FCAT 2.0 item specifications, End-of-Course assessment test item specifications and district adopted programs
- Determine student's grades and follow established district and school procedures for reporting and recording student grades
- Help students acquire study skills and self-discipline needed to complete their subjects successfully,
- Inform parents or guardians of students' progress and seek their assistance in meeting student needs
- Schedule conferences with parents if a student's progress report indicate that he/she is having difficulty
- Follow the Student Progression Plan as it pertains to grade level assignment

RESPONSIBILITIES OF THE PARENT

- Ensure regular school attendance by the student
- Encourage student to have good study habits, work habits, self-discipline and respect for his/her school and school personnel
- Respond promptly to all requests from the school for information
- Review school progress reports at the middle of each nine-week period and school report cards at the end of each nine-week grading period

- Schedule parent/teacher conferences if progress reports or report cards indicate your child is having difficulty
- Participate in scheduled conferences with your child's teacher or school

RESPONSIBILITIES OF THE STUDENT

- Maintain regular attendance
- Complete all assignments in each of your classes
- Make sure all report cards and other communications from the school is given to your parent/guardian
- Develop good study habits and self-discipline, as well as accept additional help from available educational personnel and parents if experiencing school related problems,
- Develop good test taking strategies and put forth your best effort when taking tests

PROGRESS MONITORING PLAN

Each student who does not meet specific levels of performance as determined by the district School Board in reading, writing, mathematics and science, as defined in the progression section, must be provided additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Assessment results and notification of an academic deficiency will be shared with parent/guardian in a formal conference or by mail. The teacher and counselor, in consultation with the student's parent/guardian, must develop a Progress Monitoring Plan (PMP) to assist the student in meeting state and district expectations for proficiency.

A PMP is required for all students scoring a level 1 in reading in grades 3-10 and/or math in grades 3-8 and/or End-of-Course exams in Algebra I, geometry, and/or Biology I. The plan must include intensive remedial instruction in the areas of weakness. Schools are expected to provide strategies that meet the needs of students. These strategies may include but are not limited to dropout prevention services, parent tutorial programs, contracted academic services, exceptional student education services, modified curriculum, reading instruction, after school and other extended day services, tutoring, mentoring, and intensive skills development programs. F.S. 1008.25 (4) (b) (c)

The Progress Monitoring Plan should provide the following information:

- Clearly identify the specific diagnosed academic needs to be remediated,
- Clearly identify the proven research-based intervention strategies to be used,
- Clearly identify a variety of remedial instruction to be provided, and
- Clearly identify the monitoring and re-evaluation activities to be used

If the student has been identified with a reading deficiency, Gadsden County School District's K-12 Comprehensive Reading Plan dictates that instructional and support services will be provided to desired levels of performance.

Additionally, if subsequent evaluation determines that the deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial or supplemental instruction until expectations are met, or the student

graduates from high school, or the student is not subject to compulsory school attendance.

ASSESSMENT OF STUDENT PERFORMANCE

F.S. 1008.24(4) states that each student must participate in the Statewide Assessment Testing Program that measures achievement of the Next Generation/Common Core Sunshine State Standards.

The FCAT is administered by content area and grade levels as follows:

- FCAT 2.0 Reading is administered at grades 3-10.
- FCAT 2.0 Mathematics is administered at grades 3-8.
- FCAT 2.0 Science is administered at grades 5 and 8.
- FCAT 2.0 Writing is administered at grades 4, 8, and 10.
- End-of-Course assessments are administered to students completing Algebra I, geometry, and Biology I, regardless of the grade level in which the course is taken.

In addition to the required state assessments, the Gadsden County School District has identified various methods of assessing students' progress:

- District-produced assessments will provide consistent documentation of performance regarding Sunshine State Standards
- Other school/district developed assessments may be used to measure student performance

STUDENT ATTENDANCE

F. S. 1003.21 (1)(a) requires all children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term.

F. S. 1003.21(1)(a) 2. Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board.

(a) Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. However, nothing in this section shall authorize the state or the school district to oversee or exercise control over the curricula or academic programs of private schools or home education programs.

(b) A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the

district school board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey provided by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

(c) Students who become or have become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students, but may voluntarily be assigned to a class or program suited to their special needs. Consistent with F.S.1003.54, pregnant or parenting teens may participate in a teenage parent program. Pregnant students may attend alternative education programs or adult education programs, provided that the curriculum allows the student to continue to work toward a high school diploma.

(d) Consistent with rules adopted by the State Board of Education, children with disabilities who have attained the age of 3 years shall be eligible for admission to public special education programs and for related services. Children with disabilities younger than 3 years of age who are deaf or hard of hearing; visually impaired; dual sensory impaired; orthopedically impaired; other health impaired; who have experienced traumatic brain injury; who have autism spectrum disorder; established conditions, or who exhibit developmental delays or intellectual disabilities may be eligible for special programs and may receive services in accordance with rules of the State Board of Education. Rules for the identification of established conditions for children birth through 2 years of age and developmental delays for children birth through 5 years of age must be adopted by the State Board of Education.

(e) Children and youths who are experiencing homelessness and children who are known to the department, as defined in F.S.39.0016, must have access to a free public education and must be admitted to school in the school district in which they or their families live. School districts shall assist such children in meeting the requirements of **F. S. 1003.21** (4) and F.S.1003.22, as well as local requirements for documentation.

F. S. 1003.21 (4) Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of F. S. 1003.21(1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as

provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
- (c) An insurance policy on the child's life that has been in force for at least 2 years;
- (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- (e) A passport or certificate of arrival in the United States showing the age of the child;
- (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
- (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the district school board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. Children and youths who are experiencing homelessness and children who are known to the department, as defined in F.S.39.0016, shall be given temporary exemption from this section for 30 school days.

ENFORCEMENT OF SCHOOL ATTENDANCE / TRUANCY

F.S. 1003.26 states that the Legislature finds poor academic performance is associated with nonattendance and school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. It is the policy of the state that each superintendent be responsible for enforcing school attendance of all students subject to the compulsory school age in the school district and supporting enforcement of school attendance by local law enforcement agencies. School board policies require the parent of a student to justify each absence of the student, and that justification will be evaluated based on adopted district school board policies that define excused and unexcused absences. The policies provide that schools track excused and unexcused absences and contact the home in the case of an unexcused absence from school, or an absence from school for which the reason is unknown, to prevent the development of patterns of nonattendance. The Legislature finds that early intervention in school attendance is the most effective way of producing good attendance habits that will lead to improved student learning and achievement. Each public school shall implement the following steps to promote and enforce regular school attendance:

(1) (a) Upon each unexcused absence, or absence for which the reason is unknown, the school principal or his or her designee shall contact the student's parent to determine the reason for the absence. If the absence is an excused absence, as defined by district school board policy, the school shall provide opportunities for the student to make up assigned work and not receive an academic penalty unless the work is not made up within a reasonable time.

(b) If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the student's primary teacher shall report to the principal or his or her designee that the student may be exhibiting a pattern of nonattendance. The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies, and the principal shall notify the superintendent and the school district contact for home education programs that the referred student is exhibiting a pattern of nonattendance.

(c) If an initial meeting does not resolve the problem, the child study team shall implement the following:

1. Frequent attempts at communication between the teacher and the family.
2. Evaluation for alternative education programs.
3. Attendance contracts.

The child study team may, but is not required to, implement other interventions, including referral to other agencies for family services or recommendation for filing a truancy petition pursuant to F.S. 984.151.

(d) The child study team shall be diligent in facilitating intervention services and shall report the case to the superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted.

(e) If the parent refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent may appeal to the school board. The school board may provide a hearing officer, and the hearing officer shall make a recommendation for final action to the school board. If the school board's final determination is that the strategies of the child study team are appropriate, and the parent still refuses to participate or cooperate, the superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

(f)1. If the parent of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program pursuant to chapter 1002 of the Florida Statutes, the superintendent shall provide the parent a copy of F.S. 1002.41 and the accountability requirements of this paragraph. The superintendent shall also refer the parent to a home education review committee composed of the district contact for home education programs and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least 3 years and who have indicated a willingness to serve on the committee. The home education review committee shall review the portfolio of the student, as defined by F.S. 1002.41, every 30 days during the district's regular school terms until the committee is satisfied that the home education program is in compliance with F.S.1002.41(1)(b). The first portfolio review must occur within the first 30 calendar days of the establishment of the program.

(f)2. If the parent fails to provide a portfolio to the committee, the committee shall notify the superintendent. The superintendent shall then terminate the home education program and require the parent to enroll the child in an attendance option that meets the definition of "regular school attendance" under F.S. 1003.01(13)(a), (b), (c), or (e), within 3 days. Upon termination of a home education program, the parent shall not be eligible to reenroll the child in a home education program for 180 calendar days. Failure of a parent to enroll the child in an attendance option as required after termination of the home education program shall constitute noncompliance with the compulsory attendance requirements of F.S.1003.21 and may result in criminal prosecution under F.S.1003.27(2). Nothing contained herein shall restrict the ability of the district school superintendent, or the ability of his or her designee, to review the portfolio pursuant to F.S.1002.41(1)(b).

(g) If a student subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent or the superintendent or his or her designee shall refer the case to the district's school visiting teacher/social worker pursuant to F.S. 984.12, and the district school superintendent or his or her designee may file a truancy petition pursuant to the procedures in F.S. 984.151.

(2) (a) Under the direction of the superintendent, a designated school representative shall give written notice that requires enrollment or attendance within 3 days after the date of notice, in person or by return-receipt mail, to the parent when no valid reason is found for a student's non-enrollment in school. If the notice and requirement are ignored, the designated school representative shall report the case to the superintendent, and may refer the case to the district's school visiting teacher/social worker. The superintendent shall take such steps as are necessary to bring criminal prosecution against the parent.

(b) Subsequent to the activities required under subsection (1), the superintendent or his or her designee shall give written notice in person or by return-receipt mail to the parent that criminal prosecution is being sought for nonattendance. The superintendent may file a truancy petition, as defined in F.S. 984.03, following the procedures outlined in F.S.. 984.151.

(3) The district's visiting teacher/social worker may visit the home or place of residence of a student and any other place in which he or she is likely to find any student who is required to attend school when the student is not enrolled or is absent from school during school hours without an excuse, and, when the student is found, shall return the student to his or her parent or to the principal or teacher in charge of the school, or to the private tutor from whom absent, or to the juvenile assessment center or other location established by the district school board to receive students who are absent from school. Upon receipt of the student, the parent shall be immediately notified.

(4) The district's visiting teacher/social worker shall report to the appropriate authority designated by law to receive such notices, all violations of the Child Labor Law that may come to his or her knowledge.

(5) The district's visiting teacher/social worker shall have the right of access to, and inspection of, establishments where minors may be employed or detained only for the purpose of ascertaining whether students of compulsory school age are actually employed there and are actually working there regularly. The designated school representative shall, if he or she finds unsatisfactory working conditions or violations of the Child Labor Law, report his or her findings to the appropriate authority.

COURT PROCEDURE AND PENALTIES

F.S.1003.27 requires that the court procedure and penalties for the enforcement of the provisions of this part, relating to compulsory school attendance, shall be as follows:

(1) The circuit court has original and exclusive jurisdiction of all proceedings against, or prosecutions of, students under the provisions of this part. Proceedings against, or prosecutions of, parents or employers as provided by this section shall be in the court of each county having jurisdiction of misdemeanors wherein trial by jury is afforded the defendant.

(2) (a) In each case of non-enrollment or of nonattendance upon the part of a student who is required to attend some school, when no valid reason for such non-enrollment or non-attendance is found, the district school superintendent shall institute a criminal prosecution against the student's parent.

(b) Each principal or the principal's designee shall notify the district school board of each minor student under its jurisdiction who accumulates 15 unexcused absences in a period of 90 calendar days. The superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of F.S. 322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license to, and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of F.S. 322.091.

HABITUAL TRUANCY CASES

F.S.1003.27 (3) states that the superintendent is authorized to file a truancy petition, as defined in F.S. 984.03, following the procedures outlined in s. 984.151. If the district school superintendent chooses not to file a truancy petition, procedures for filing a child-in-need-of-services petition shall be commenced pursuant to this subsection and chapter 984. In accordance with procedures established by the district school board, the designated school representative shall refer a student who is habitually truant and the student's family to the children-in-need-of-services and families-in-need-of-services provider or the case staffing committee, established pursuant to F.S. 984.12, as determined by the cooperative agreement required in this section. The case staffing committee may request the Department of Juvenile Justice or its designee to file a child-in-need-of-services petition based upon the report and efforts of the district school board or other community agency or may seek to resolve the truant behavior through the school or community-based organizations or agencies. Prior to and subsequent to the filing of a child-in-need-of-services petition due to habitual truancy, the appropriate governmental agencies must allow a reasonable time to complete actions required by this section and F.S. 1003.26 to remedy the conditions leading to the truant behavior. Prior to the filing of a petition, the district school board must have complied with the requirements of F.S.1003.26, and those efforts must have been unsuccessful.

F.S.1003.27 (6) Proceedings or prosecutions under this chapter may be commenced by the superintendent, the district visiting teacher/social worker, by the probation officer of the county, by the executive officer of any court of competent jurisdiction, by an officer of any court of competent jurisdiction, or by a duly authorized agent of the Department of Education or the Department of Juvenile Justice. If a proceeding has been commenced against both a parent and a child pursuant to this chapter, the presiding courts shall make every effort to coordinate sanctions against the child and parent, including ordering the child and parent to perform community service hours or attend counseling together.

F.S.1003.27 (7) The penalties for refusing or failing to comply with Florida Statutes and School Board Rules shall be as follows:

(a) *The parent.--*

1. A parent who refuses or fails to have a minor student who is under his or her control attend school regularly, or who refuses or fails to comply with the requirements in subsection (3), commits a misdemeanor of the second degree, punishable as provided in F.S. 775.082 or F.S. 775.083.

2. The continued or habitual absence of a minor student without the consent of the principal or teacher in charge of the school he or she attends or should attend, or of the tutor who instructs or should instruct him or her, is prima facie evidence of a violation of this chapter; however, a showing that the parent has made a bona fide and diligent effort to control and keep the student in school shall be an affirmative defense to any criminal or other liability under this subsection and the court shall refer the parent and child for counseling, guidance, or other needed services.

3. In addition to any other punishment, the court shall order a parent who has violated this section to send the minor student to school, and may also order the parent to participate in an approved parent training class, attend school with the student unless this would cause undue hardship, perform community service hours at the school, or participate in counseling or other services, as appropriate. If a parent is ordered to attend school with a student, the school shall provide for programming to educate the parent and student on the importance of school attendance. It shall be unlawful to terminate any employee solely because he or she is attending school with his or her child pursuant to a court order.

(b) A principal or teacher who willfully violates any provision of this rule may, upon satisfactory proof of such violation, have his or her certificate revoked by the Department of Education.

(c) 1. An employer who fails to notify the superintendent when he or she ceases to employ a student who commits a misdemeanor of the second degree, punishable as provided in F.S. 775.082 or F.S. 775.083.

(c) 2. An employer who terminates any employee solely because he or she is attending school with a student pursuant to court order commits a misdemeanor of the second degree, punishable as provided in F.S. 775.082 or F.S. 775.083.

(d) 1. In addition to any other authorized sanctions, the court shall order a student found to be a habitual truant to make up all school work missed and may order the student to pay a civil penalty of up to \$2, based on the student's ability to pay, for each day of school missed, perform up to 25 community service hours at the school, or participate in counseling or other services, as appropriate.

(d) 2. Upon a second or subsequent finding that a student is a habitual truant, the court, in addition to any other authorized sanctions, shall order the student to make up all school work missed and may order the student to pay a civil penalty of up to \$5, based on the student's ability to pay, for each day of school missed, perform up to 50 community service hours at the school, or participate in counseling or other services, as appropriate.

TRANSFERRING STUDENTS

Students **transferring from a non-public Kindergarten** must meet the Florida age requirement for entry to Kindergarten.

Students **transferring from out-of-state** to Kindergarten or first grade must meet the **age requirements** for public schools in the state from which they are transferring. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school must be provided.

In order to be **admitted to Florida schools**, a student must provide the following information:

- Evidence of date of birth in accordance with *F.S.1003.21*,

- Evidence of immunization against communicable diseases as required by *F.S.1003.22*,
- Evidence of a medical examination completed within the last twelve months in accordance with *F.S.1003.22*,
- Evidence of residence at an address within the attendance area of the school to which admission is requested **or** a request for reassignment approved by the school board.
- Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the 1) Department of Children and Families or 2) under *s.722 (d) (2), F.S.*, of the Steward B. McKinney-Bruce Vento Homeless Assistance Amendments Act of 1990 and related Florida Statutes.

Students **transferring from an out-of-state school** must provide an official letter of transcript from a proper school authority, which shows the record of attendance, academic information, and the grade placement of the student.

The principal of the receiving school will determine grade placement of transfer student after receipt of official records or transcripts. If the records/transcripts or not received within two weeks of student's admission, a suitable evaluation will be done by the school counselor at the school to help determine appropriate grade placement.

Students shall be placed in the grade assigned by the previous school whenever possible.

The student shall be placed academically according to the student's educational needs as determined by the school.

PHYSICAL EDUCATION POLICY

The 2007 Legislature passed House Bill 967 which included changes in policy as it relates to Physical Education (PE).

House Bill (HB) 967

Each district school board shall provide 150 minutes of physical education each week for students in kindergarten through grade 5. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to *F.S.1010.305*. Such instruction may be provided by any instructional personnel as defined in *F.S.1012.02 (2)*, regardless of certification, who are designated by the school principal. Each district school board is encouraged to provide 225 minutes of physical education each week for students in grades 6 through 8.

Senate Bill (SB) 610

SB610 revises the language of HB967 to require:

- Availability of one-on-one counseling concerning the benefits of physical education.
- Inclusion of 6th grade students who are enrolled in an elementary school to received 150 minutes of physical education per week
- Provision of at least 30 consecutive minutes of physical education on any day during which physical education instruction is conducted

- Provision for waiver options went into effect in 2009-2010.

F.S.1003.455 requires that each district school board shall adopt a written physical education policy that decides school district's physical education program and expected program outcomes. The Gadsden County School Board recognizes the value of Physical Education to the maintenance of the health and the development of life-long habits that will enhance personal fitness and wellness. Therefore, it shall be the policy of the Board that instruction in Physical Education shall be available to students in grades PreK through 12. These programs shall consist of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students.

In this new legislation, PE is defined as “the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.”

The PE requirement for students with severe and profound disabilities can be met through participation in adaptive or specially designed PE.

Strategies:

1. A standards based, balanced, sequential and progressive program of physical education that involves moderate to vigorous physical activity:
 - Teaches knowledge, motor skills, self-management skills, and positive attitudes;
 - Provides experiences that are age and developmentally appropriate;
 - Promotes activities, including dance and sports, that students find enjoyable and personally relevant which they can pursue throughout their lives;
 - Gives assignments and projects that encourage students to interact with family members
 - Is taught by well-prepared and well-supported certified physical education staff;
 - Is coordinated with the Sunshine State and National Health and Physical Education Standards
 - Reinforces and supports knowledge from other subject areas.
2. Opportunities and encouragement for K-6 elementary students to participate in supervised recess are provided.
3. Opportunities and encouragement for students to voluntarily participate in before and after school physical activity programs, such as intramurals, clubs, and at the high school level, interscholastic athletics are provided.
4. Opportunities and encouragement for staff and family members to be physically active are made available.
5. School staff institutes a safe and healthy environment in which to conduct age appropriate physical activity.
6. The program shall make effective use of school and community resources and equitably service the needs and interests of all students and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels.
7. Provision shall be made at all levels to excuse individual students from specific activities

if direction to do so is received, in writing, from the student's physician after discussion with all interested parties has taken place regarding what is best for the student. In addition, students may be excused from specific activities if those activities are contrary to their religious beliefs; a request to excuse a student from such activities must be received, in writing, from the student's parent or guardian.

Under the new legislative language, instructional personnel approved to teach PE in grades K-5 are defined in Section 1012.01(2), Florida Statutes (F.S.). The specifications of Section 1012.01(2), F.S., are as follows:

INSTRUCTIONAL PERSONNEL.--"Instructional personnel" means any K-12 staff member whose function includes the provision of direct instructional services to students. Instructional personnel also include K-12 personnel whose functions provide direct support in the learning process of students. Included in the classification of instructional personnel are the following K-12 personnel:

(a) Classroom teachers.--Classroom teachers are staff members assigned the professional activity of instructing students in courses in classroom situations, including basic instruction, exceptional student education, career education, and adult education, including substitute teachers.

(b) Student personnel services.--Student personnel services include staff members responsible for: advising students with regard to their abilities and aptitudes, educational and occupational opportunities, and personal and social adjustments; providing placement services; performing educational evaluations; and similar functions. Included in this classification are guidance counselors, social workers, career specialists, and school psychologists.

(c) Librarians/media specialists.--Librarians/media specialists are staff members responsible for providing school library media services. These employees are responsible for evaluating, selecting, organizing, and managing media and technology resources, equipment, and related systems; facilitating access to information resources beyond the school; working with teachers to make resources available in the instructional programs; assisting teachers and students in media productions; and instructing students in the location and use of information resources.

(d) Other instructional staff.--Other instructional staff are staff members who are part of the instructional staff but are not classified in one of the categories specified in paragraphs (a)-(c). Included in this classification are primary specialists, learning resource specialists, instructional trainers, adjunct educators certified pursuant to s. 1012.57, and similar positions.

(e) Education paraprofessionals.--Education paraprofessionals are individuals who are under the direct supervision of an instructional staff member, aiding the instructional process. Included in this classification are classroom paraprofessionals in regular instruction, exceptional education paraprofessionals, career education paraprofessionals, adult education paraprofessionals, library paraprofessionals, physical education and playground paraprofessionals, and other school-level paraprofessionals.



ELEMENTARY STUDENT PROGRESSION PLAN

ENTRANCE REQUIREMENTS

Initial Entry to Voluntary Prekindergarten (VPK)

Children entering voluntary prekindergarten (VPK) must comply with FS.1002.53 (2), regarding entry age. A child must be four (4) years old by September 1, in order to meet the Florida age requirement for voluntary prekindergarten.

For information regarding registration and VPK Programs, please visit Florida's Voluntary Prekindergarten (VPK) Program website at <http://www.vpkflorida.org>.

Mandatory School Age

F.S.1003.21 requires that a child, who will be six (6) years old by February 1, must attend school regularly during the entire school term. Therefore, a child who will be six by February 1 must start school at the beginning of the school year in which he or she will become six.

Initial Entry to Kindergarten

Children entering kindergarten in Gadsden County Public Schools for the first time must comply with F.S.1003.21 regarding entry age. A child must be five (5) years old by September 1, in order to meet the Florida age requirement for kindergarten.

Initial Entry into First Grade

Children entering the first grade must comply with F.S.1003.21. Any child who has attained the age of six (6) years on or before September 1 of the school year, and who has satisfactorily completed the requirements for kindergarten in a public or nonpublic school, shall be eligible to enter first grade. A public or nonpublic school must provide written documentation of satisfactory completion of Kindergarten.

Transfer Requirements

Elementary grade placement of transfer students to the district shall be in accordance with the requirements as stated in s. 1003.21, Florida Statutes, and State Board Rule 6A-1.0985 and shall be subject to the following conditions:

- A. **Underage In-State Transfers from Nonpublic Schools to Kindergarten Pupils**
transferring from a nonpublic Florida kindergarten to Gadsden County Public Schools must meet the Florida age requirements for entry age to kindergarten as stated in s. 1003.21, Florida Statutes.
- B. **Underage In-State Transfers from Public and Nonpublic Schools to First Grade**
Children entering the first grade in Gadsden County Public Schools for the first time must comply with F.S. 1003.21. Any child who has attained the age of six (6) years old, on or before September 1, and has written documentation of satisfactory completion of kindergarten from a public or nonpublic school from which the district accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. Pupils not meeting the above requirements will be enrolled in kindergarten.

C. Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools

Entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall be in accordance with Florida Administrative Rule 6A-1.0985 which states:

Any student who transfers from an out-of-state public school shall be admitted upon presentation of the following data:

1. official documentation from the parent(s) or guardian(s) that the child was a legal resident of the state in which he or she was previously enrolled in school;
2. an official letter or transcript from a proper school authority which shows record of attendance, academic information, and grade placement of the student;
3. evidence of immunization against communicable diseases as required in F.S.1003.22,
4. evidence of date of birth;
5. evidence of a medical examination completed within the last 12 months.

Any student who transfers from an out-of-state public or nonpublic school may be admitted if the student meets the age requirement for public schools within the state from which the student is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the Gadsden County School Board.

Transfer Students

Elementary grade placement of all transfer students shall be on a probationary basis until transfer work is validated on the basis of official evidence of pupil achievement made available to the school counselor or principal.

GENERAL PROCEDURES FOR PROMOTION AND ALTERNATIVE ASSIGNMENT IN GRADES K-5

- (1) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Each student must participate in the statewide assessment tests required by s.1008.22. A student not meeting the specified levels of performance in reading, writing, mathematics, and/or science as defined herein, must be provided with additional diagnostic assessment to determine the nature of the student's difficulties and areas of academic need. Based upon the results of statewide assessments or based on teacher recommendation, a student who is substantially deficient in reading, mathematics, science, and/or writing skills will be given intensive instruction following the identification of the deficiency. Intensive instruction may include, but is not limited to, participation in tutoring, mentoring, or curriculum modification. The student's proficiencies will be reassessed at the beginning of the following grade, and, if any deficiency is still present, the student will be given additional intensive instruction different from the previous year that takes into account the student's learning style on an ongoing basis until the deficiency has been remediated, or he/she graduates from high school or is not subject to compulsory attendance.
- (2) The district's Reading Enhancement and Acceleration Development (READ) Initiative will be made available to all K-3 students who are at risk of retention as identified by its assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension. The services, which are grounded in the State of Florida reading curriculum, will be provided during regular school hours in addition to regular reading instruction. Each elementary school shall regularly assess the reading ability of each K-3 student.
- (3) The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers. The parent of any student must be immediately notified in writing if his/her child has been identified as having a substantial deficiency in reading. The notification must include a description and explanation of the services currently being provided to the child and the proposed supplemental services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency. Strategies must be included for parents to use in helping their child succeed in reading proficiency. Such strategies shall be developed by the school site instructional leadership and guided by the District Reading Plan. The parent will be notified if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for "Good Cause."
- (4) **Good Cause exemptions shall apply only to a student in grades 1-8 who has not met certain requirements for promotion to the next higher grade.** Good Cause exemptions shall be limited to the following:

- a. A student with limited English proficiency who has had less than two (2) years of instruction in English for Speakers of Other Languages (ESOL);
- b. A student with a disability whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- c. A student who demonstrates an acceptable level of performance on a district and State approved alternative standardized reading assessment;
- d. A student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery on the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT;
- e. A student who demonstrates through a portfolio that promotion requirements have been met in other applicable subject areas;
- f. A student with a disability, who has been previously retained in the K-3 grade, who participates in the FCAT, and who has an individual education plan or a 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading;
- g. A K-3 student who has received intensive remediation in reading for 2 or more years but still demonstrates a deficiency in reading and/or mathematics, and who was previously retained in the K-3 grade for 2 or more years; A 4-8 student who has received intensive remediation in reading and/or mathematics for 2 or more years in the 4-8 grade group but still demonstrates a deficiency in reading and/or mathematics and who was previously retained for 2 or more years in the 4-8 grade group or combined retentions of 3 years in the K-8 grade group;

A student promoted under either of the conditions in section “g” must have met other applicable promotion requirements. Additionally, the student must be provided intensive reading and/or mathematics instruction in an altered instructional day based upon a plan (AIP/IEP/MSSP/LEP) that includes individually specific diagnostic information and specific reading and/or mathematics strategies for the student.

- (5) Request for good cause exemptions for a student who demonstrates acceptable performance in reading through alternative standardized reading assessment, or through a student portfolio of Next Generation/Common Core Sunshine State Standards mastery, shall adhere to the following guidelines:
 - a. Documentation shall be submitted from the student’s teacher to the school principal indicating that the promotion of the student is appropriate and is based upon the student’s academic record. In order to minimize paperwork requirements, such documentation shall consist only of the current AIP/IEP, report card, or student portfolio.
 - b. The school principal shall review and discuss the request with the teacher and make a determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school

principal shall make such recommendation in writing to the district school superintendent. The superintendent shall accept or reject the school principal's recommendation in writing.

- c. In each case of promotion based on "good cause", the student's report card should indicate "grade placement by alternative assignment." Parents should be notified formally in writing that their child is being alternatively assigned to the next higher grade, the reason(s) for the assignment, and the name of the principal who approved the placement. A copy of this notification should be placed in the student's cumulative guidance record.
- (6) A Limited English Proficient (LEP) student is required to meet the same standards for promotion/graduation as non-LEP student unless the LEP student has been enrolled in the ESOL program less than 2 years. In such case the promotion requirements are waived. A LEP student must receive language arts/English instruction through ESOL (English for speakers of other languages). A LEP student may not be failed if instructional strategies, materials, and testing have not been appropriately modified and documented to meet his/her needs. A student cannot be retained based solely on English language proficiency or based on the results of any single assessment instrument. Promotion of a LEP student in any grade other than grade 3, who has not met district criteria for promotion, must be based on the recommendation of the AIP/LEP committee. A LEP student may be retained only through the action of a LEP committee.
 - (7) The assignment of a student in grades K-8 to a higher grade level which results in the student's skipping of a grade, or part of a grade, should be made only on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the higher grade level. The probable long-range academic, social and emotional effects of the decision should be considered. The principal has the responsibility for recommending such assignment. A student will not be accelerated without parental consent and approval of the Superintendent. The student's report card should be noted to indicate, "accelerated grade placement." Parent(s) should be notified in writing that their child is receiving an accelerated grade placement to the next high grade, the reasons(s) for the assignment, and the name of the principal who initiated and approved the placement. A copy of the notification should be placed in the student's cumulative guidance record.
 - (8) **Any student (grades 3-8) who is currently retained because of one (1) course failure and/or failure of one (1) FCAT 2.0 section for the same course will be allowed to take courses at the next higher grade level while simultaneously being remediated for the course and/or FCAT 2.0 section failed if the FCAT 2.0 NGSSS Level 1 score is no more than fifty (50) points below Level 2. This is a concept referred to as "Bridging". If the student is retained for failing two (2) or more courses and/or two or more sections of FCAT 2.0, the student may not be bridged. Also, if the student fails one course and not the same corresponding section on the FCAT 2.0, the student may not be bridged. If a student is bridged and has to transfer to another school, the transfer will be approved on a space available basis. Upon meeting the criteria for promotion, as**

determined by the principal of the school at which the student is enrolled, the student may be promoted to the next higher grade.

- (9) Any student (K-8 except 3rd grade) who has been retained in his/her current grade and who meets promotion requirements by demonstrating proficiency/mastery, may be reassigned at any time during the next school year to the next higher grade, upon recommendation of the principal, in consultation with teacher(s), and approval of the Superintendent. This reassignment should occur at the end of a grading period if such assignment results in the student being transferred to another school. **To be eligible for mid-year promotion after November 1, a student in third grade must demonstrate mastery of reading skills consistent with the month of promotion to fourth grade.** Evidence of demonstrated mastery is as follows:
1. Successful completion of portfolio elements that meet state criteria
 2. Satisfactory performance on a locally-selected standardized assessment.

To promote a student using a portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the Grade 3 FCAT 2.0 Reading. Such evidence must be an organized collection of the student's mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3 FCAT 2.0 Reading.

The student portfolio must meet the following requirements:

- Be selected by the student's teacher.
- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom.
- Include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT 2.0. For each benchmark, there must be three examples of mastery as demonstrated by a grade of "C" or better.
- Include evidence that the benchmarks assessed by the Grade 3 FCAT 2.0 Reading have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments.
- Be an organized collection of evidence of the student's mastery of the Next Generation/Common Core Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3 FCAT 2.0 Reading. For each benchmark, there must be at least three (3) examples of mastery as demonstrated by a grade of "C" or above, and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Mid-Year Promotion For Retained Third Graders S.1008.25 (7)(B)4

Mid-year promotion is an option for any retained 3rd grade student who can demonstrate that he or she is a *successful and independent reader* at or above grade level and is ready to be promoted to grade 4. When promoting a student mid-year using a locally-selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade.

Schools can make the determination for mid-year promotion using:

- Subsequent Assessments
- Alternative Assessments
- Portfolio Review in accordance with the State Board of Education Rules governing third grade portfolios:
 - Must be selected by the student's teacher
 - Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom
 - Include evidence of mastery of the benchmarks assessed by the Grade 3 Reading FCAT 2.0
 - Include evidence of beginning mastery of grade 4 benchmarks that are assessed by the Grade 4 Reading FCAT 2.0
 - Multiple choice

- (1) Students that have been in the third grade for three consecutive years (Tier 3 students) must be provided grade level work for the subject areas that are not at risk. Districts must provide all Tier 3 students with intervention instruction and the option of being placed in a transitional instructional setting.
- (2) The teacher and/or the Student Study Team must carefully evaluate any student who appears to be having difficulty meeting course requirements for promotion. Any student who is retained should receive counseling services and be referred to the Student Study Team for further evaluation by appropriately certificated specialists.
- (3) The school will annually report in writing, to the parent of each student, the progress being made by the student toward achieving state and district grade level expectations for proficiency in reading, writing, science, social studies, and mathematics. The school will also report to the parent, the results of the student's performance on each state assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. The District School Board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1st of each year, the following information on the prior school year: 1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion. 2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the

FCAT 2.0. 3. By grade the number and percentage of all students retained in grades 3 through 10. 4. Information on the total number of students who were promoted for good cause, by each category of good cause. 5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

- (4) Schools shall provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. This monitoring should take the form of daily, weekly or chapter exams; teacher observations; or any district assessment. Parents or adult students will be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. Parents or adult students will also be notified in writing at any time during the school year when it is apparent that the student may be retained and may not be eligible for a "good cause" exemption. An acknowledgment of such notification should be obtained and retained by the school. The opportunity for a conference with the teacher, principal or other school official is available to any parent or adult student. Notification to the parent or adult student as specified herein shall be deemed to be directory only, and the failure to so notify the parent or adult student shall not negate or invalidate the action taken.
- (5) Students in grades 1 (one) through 10 (ten) are required to be assessed in reading and mathematics. Science and writing will be assessed at selected grade levels. Based upon the results of statewide assessments, or teacher recommendation, a student who is substantially deficient in reading, writing, science, or mathematics skills will be provided an Academic Improvement Plan (AIP) and given intensive instruction following the identification of the deficiency. The student's deficiency will be reassessed at the beginning of the next school year, and, if any deficiency still exists, the student will be given additional intensive instruction until the deficiency has been remediated, or the student graduates from high school or is not subject to compulsory school attendance. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.
- (6) A personalized middle school success plan will be developed and implemented for each entering sixth (6th) grade student who scored below Level 3 in reading on the most recently administered FCAT 2.0. The plan must be followed until the student completes the eighth (8th) grade or scores at Level 3 or above in reading on the FCAT 2.0. The success plan must identify educational goals and intermediate benchmarks for the student in the core curriculum areas; be based upon academic performance data and identification of strengths and weaknesses; include academic intervention strategies and frequency of monitoring, provide innovative methods to promote advancement, and other interventions that have been shown to accelerate the learning process. The success plan must be incorporated in the student's AIP, I.E.P, 504 Plan, and/or ESOL Plan as appropriate. Each principal of a school with grades 6, 7, or 8 shall designate a certified staff member at the school to administer the development and implementation.
- (7) The school will develop the Academic Improvement Plan in consultation with the student's parent(s) immediately following the identification of the deficiency. The plan must implement improvements designed to assist the student in meeting state and district

expectations for proficiency. If the student has been identified as having a deficiency in reading the academic improvement plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; the instructional and support services to be provided to meet the desired levels of performance. The District School Board shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. The parents will be notified of the student's progress in correcting the deficiency at the end of each semester until the deficiency has been corrected. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained.

- (8) It is the intent of the Gadsden County School Board to implement full accountability in terms of student performance as specified in Section 1008.25, Florida Statutes. If state assessment results are not available by the first day of post-school planning, promotions will be determined based on the other promotional criteria as specified in this Student Progression Plan. These may include, but are not limited to, the student's portfolio, performance on classroom work, teacher observation, and student performance on teacher-made test and district assessments.
- (9) Teachers of courses in Language Arts, Reading, English, Mathematics, Science, or Social Studies for grade levels one (1) through ten (10) are required to maintain an individual student portfolio that serves as official documentation that the student has or has not mastered Sunshine State Standards for that specific course.
- (10) The classroom teacher has the responsibility for assessing and grading each student's performance. The decision shall be based on some or all of the following:
 1. Daily observation of classroom performance
 2. Student performance of classroom/homework assignments
 3. Criterion reference and/or standardized achievement test results
 4. District produced tests
 5. Teacher made tests
 5. Text-related test results
 6. Student portfolios

GRADING SCALE

E = Excellent

S = Satisfactory

N = Needs to improve

U = Unsatisfactory

<u>Letter Grades</u>	<u>Range</u>	<u>GPA</u>	<u>Summary</u>
A	90-100%	4.0	Outstanding Progress
B	80-89%	3.0	Above Average Progress
C	70-79%	2.0	Average Progress
D	60-69	1.0	Needs Improvement
F	45-59%	0.0	Unsatisfactory Progress

Kindergarten

All subjects will receive letter grades of **E, S, N, U**

Grades 1-2

The following subjects will receive letter grades of **A, B, C, D, F**

- Reading
- Language Arts
- Math

The following subjects will receive letter grades of **E, S, N, U**

- Science
- Social Studies
- Writing

Grades 3-5

The following subjects will receive letter grades of **A, B, C, D, F**

- Reading
- Language Arts
- Writing
- Science
- Math

The following subject will receive letter grades of **E, S, N, U**

- Social Studies

In Grades 3-5 academic subject areas (Reading, Writing, Language Arts, Spelling, Science, and Mathematics) are graded with letter grades, A-F.

In Grades 3-5 other areas (Social Studies, Health, Physical Education, and Music) are graded with E, S, N, and U.

PROMOTION CRITERIA FOR A STUDENT IN GRADES K-3

In order to be promoted to the next higher grade within grades K-3, a student must meet the following requirements for the grade in which he/she is enrolled:

Kindergarten to Grade 1.

A student must receive at least a “satisfactory” grade in language, reading, mathematics, and writing, and demonstrate progress in science, and social studies. Consideration should also be given to social growth, work habits, and school Readiness Uniform Screening.

Grade 1 to Grade 2 and Grade 2 to Grade 3.

A student must receive passing grades in the areas reading, language, and mathematics, and demonstrate progress in process writing, science, and social studies.

Grade 3 to Grade 4

A student must receive passing grades in the areas of reading, language, mathematics, science, and process writing. Florida Statute 1008.25 (5) (b) requires that a grade 3 student must also score at or above Level 2 on FCAT 2.0 Reading.

The earliest the alternative assessment may be administered for student promotion purposes is following administration of the Grade 3 FCAT 2.0 Reading. An approved standardized reading assessment may be administered two (2) times if there are at least 30 days between administrations and different test forms are administered pursuant to SBE Rule 6A 1.094221(2)(d).

A 3rd grade student who is deficient in reading at the end of the school year, as demonstrated by not scoring at level 2 or higher on the statewide assessment test (FCAT 2.0) must be retained unless exempted for “good cause”.

Required Services for Certain Retained Third Grade Students

- (1) Each school will review all AIP’s for all retained third grade students who did not score above level 1 on FCAT Reading and did not meet one of the good cause exemptions. Additional support and services will be offered to remedy the identified deficiencies. Additional support and services may take the form of supplemental tutoring in research based reading services; a “Read at Home Plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading; and/or a mentor or tutor with specialized training in reading.
- (2) In addition to the above, retained third grade students will be provided intensive instructional services and support to address their identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted researched based instruction and other strategies including but not limited to: Small group instruction, reduced teacher-student ratios; more frequent progress monitoring, tutoring or mentoring;

transitional classes (Bridge), extended school day, week, or year, and/or summer reading camps.

- (3) For any Tier 3 students (grade 3 students who have been retained 2 or more years) who scored at Level 1 on the reading portion of the FCAT and who were retained in grade 3 the prior year, the District School Board shall allocate remedial and supplemental instruction resources to students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in paragraph (2)(b) by establishing an Intensive Acceleration Class (IAC). The IAC must have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of the student contact time each day and incorporate opportunities to master the Grade 4 Next Generation/Common Core Sunshine State Standards in other core subject areas; use a reading program that is research-based with proven results in accelerating student reaching achievement within the same school year that is different from the previous year's program; provide research-based intensive language and vocabulary instruction, including use of a speech language therapist; and weekly progress monitoring. The progress of students in this class will be reported to the Department of Education at the end of the first semester.
- (4) All efforts will be made to ensure that third grade students have high-performing teachers as determined by student performance data and above-satisfactory performance appraisals.

PROMOTION CRITERIA FOR A STUDENT IN GRADES 4 THROUGH 5

In order to be promoted to the next grade, a student in grades 4 through 5 must receive passing grades in the areas of reading and/or language process writing (where applicable), mathematics and science. A student must also score:

- (1) *At or above Level 2* on FCAT 2.0 Mathematics, or achieve a gain score on FCAT 2.0 Mathematics representing at least a year's growth. In lieu of the FCAT 2.0 Mathematics requirement, a student may demonstrate mastery through the use of an approved mathematics portfolio or through a district/state approved alternative assessment by scoring at or above the 50TH percentile.
- (2) *At or above Level 2* on FCAT 2.0 Reading, or achieve a gain score on FCAT 2.0 Reading representing at least a year's growth. In lieu of the FCAT 2.0 reading requirement, a student may demonstrate mastery through the use of an approved reading portfolio or through a district/state approved alternative assessment by scoring at or above the 50TH percentile.
- (3) *At or above Level 2* on FCAT 2.0 Science for a student in grades five (5) or eight (8). In lieu of the FCAT 2.0 science requirement, a student may demonstrate mastery through the use of a science portfolio or through a district/state approved alternative assessment by scoring at or above the 50TH percentile.
- (4) *A 3.5 or higher* on the FCAT 2.0 Writing for students in grades four (4) and eight (8). Alternatively, a student's writing portfolio demonstrating mastery may be used in lieu of this requirement.



MIDDLE GRADES STUDENT PROGRESSION PLAN



GENERAL PROCEDURES FOR PROMOTION AND ALTERNATIVE ASSIGNMENT IN GRADES 6-8

- (1) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Each student must participate in the statewide assessment tests required by s.1008.22. A student not meeting the specified levels of performance in reading, writing, mathematics, and/or science as defined herein, must be provided with additional diagnostic assessment to determine the nature of the student's difficulties and areas of academic need. Based upon the results of statewide assessments or based on teacher recommendation, a student who is substantially deficient in reading, mathematics, science, and/or writing skills will be given intensive instruction following the identification of the deficiency. Intensive instruction may include, but is not limited to, participation in tutoring, mentoring, or curriculum modification. The student's proficiencies will be reassessed at the beginning of the following grade, and, if any deficiency is still present, the student will be given additional intensive instruction different from the previous year that takes into account the student's learning style on an ongoing basis until the deficiency has been remediated, or he/she graduates from high school or is not subject to compulsory attendance.

- (2) The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers. The parent of any student must be immediately notified in writing if his/her child has been identified as having a substantial deficiency in reading. The notification must include a description and explanation of the services currently being provided to the child and the proposed supplemental services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency. Strategies must be included for parents to use in helping their child succeed in reading proficiency. Such strategies shall be developed by the school site instructional leadership and guided by the District's Reading Plan. The parent will be notified if the child's reading deficiency is not remediated by the end of school year, the child must be retained unless he or she is exempt from mandatory retention for "Good Cause."

- (3) **Good Cause exemptions shall apply only to a student in grades 1-8 who has not met certain requirements for promotion to the next higher grade.** Good Cause exemptions shall be limited to the following:
 - a. A student with limited English proficiency who has had less than two (2) years of instruction in English for Speakers of Other Languages (ESOL);
 - b. A student with a disability whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
 - c. A student who demonstrates an acceptable level of performance on a district and State approved alternative standardized reading assessment;
 - d. A student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery on the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0;
 - e. A student who demonstrates through a portfolio that promotion requirements have

- been met in other applicable subject areas;
- f. A student with a disability, who has been previously retained in the K-3 grade group, who participates in the FCAT 2.0, and who has an individual education plan or a 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading;
 - g. A student in grades 4-8 who has received intensive remediation in reading and/or mathematics for 2 or more years in the 4-8 grade group but still demonstrates a deficiency in reading and/or mathematics and who was previously retained for 2 or more years in the 4-8 grade group or combined retentions of 3 years in the K-8 grade group;

A student promoted under the conditions in section “g” must have met other applicable promotion requirements. Additionally, the student must be provided intensive reading and/or mathematics instruction in an altered instructional day based upon a plan (AIP/IEP/MSSP/LEP) that includes individually specific diagnostic information and specific reading and/or mathematics strategies for the student.

(4) Request for good cause exemptions for a student who demonstrates acceptable performance in reading through alternative standardized reading assessment, or through a student portfolio of Sunshine State Standards mastery, shall adhere to the following guidelines:

- a. Documentation shall be submitted from the student’s teacher to the school principal indicating that the promotion of the student is appropriate and is based upon the student’s academic record. In order to minimize paperwork requirements, such documentation shall consist only of the current AIP/IEP, report card, or student portfolio.
- b. The school principal shall review and discuss the request with the teacher and make a determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The superintendent shall accept or reject the school principal’s recommendation in writing.
- c. In each case of promotion based on “good cause”, the student’s report card should indicate “grade placement by alternative assignment.” Parents should be notified formally in writing that their child is being alternatively assigned to the next higher grade, the reason(s) for the assignment, and the name of the principal who approved the placement. A copy of this notification should be placed in the student’s cumulative guidance record.

(5) A Limited English Proficient (LEP) student is required to meet the same standards for promotion/graduation as non-LEP student unless the LEP student has been enrolled in the ESOL program less than 2 years. In such case the promotion requirements are waived. A LEP student must receive language arts/English instruction through ESOL (English for speakers of other languages). A LEP student may not be failed if instructional strategies, materials, and testing have not been appropriately modified and documented to meet his/her

needs. A student cannot be retained based solely on English language proficiency or based on the results of any single assessment instrument. Promotion of a LEP student in any grade other than grade 3, who has not met district criteria for promotion, must be based on the recommendation of the AIP/LEP committee. A LEP student may be retained only through the action of A LEP committee.

- (6) The assignment of a student in grades K-8 to a higher grade level which results in the student's skipping of a grade, or part of a grade, should be made only on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the higher grade level. The probable long-range academic, social and emotional effects of the decision should be considered. The principal has the responsibility for recommending such assignment. A student will not be accelerated without parental consent and approval of the Superintendent. The student's report should be noted to indicate, "accelerated grade placement." Parent(s) should be notified in writing that their child is receiving an accelerated grade placement to the next high grade, the reasons(s) for the assignment, and the name of the principal who initiated and approved the placement. A copy of the notification should be placed in the student's cumulative guidance record.
- (7) Any student (grades 3-8) who is currently retained because of one (1) course failure and/or failure of one (1) FCAT 2.0 section for the same course will be allowed to take courses at the next higher grade level while simultaneously being remediated for the course and/or FCAT 2.0 section failed if the FCAT NGSSS Level 1 score is no more that fifty (50) points below. This is a concept referred to as "Bridging". If the student is retained for failing two (2) or more courses and/or two or more sections of FCAT 2.0, the student may not be bridged. Also, if the student fails one course and not the same corresponding section on the FCAT 2.0, the student may not be bridged. If a student is bridged and has to transfer to another school, the transfer will be approved on a space available basis. Upon meeting the criteria for promotion, as determined by the principal of the school at which the student is enrolled, the student may be promoted to the next higher grade.**
- (8) Any student (K-8 except 3rd grade) who has been retained in his/her current grade and who meets promotion requirements by demonstrating proficiency/mastery, may be reassigned at any time during the next school year to the next higher grade, upon recommendation of the principal, in consultation with teacher(s), and approval of the Superintendent. This reassignment should occur at the end of a grading period if such assignment results in the student being transferred to another school. **To be eligible for mid-year promotion after November 1, a student in third grade must demonstrate mastery of reading skills consistent with the month of promotion to fourth grade.** Evidence of demonstrated mastery is as follows:
 1. Successful completion of portfolio elements that meet state criteria
 2. Satisfactory performance on a locally-selected standardized assessment.

To promote a student using a portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the Grade 3 FCAT 2.0 Reading. Such evidence must be an organized collection of the student's mastery of the Next Generation/Common Core Sunshine State Standard

Benchmarks for Language Arts that are assessed by the Grade 3 FCAT 2.0 Reading.

The student portfolio must meet the following requirements:

- Be selected by the student's teacher.
- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom.
- Include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT 2.0. For each benchmark, there must be five examples of mastery as demonstrated by a grade of "C" or better.
- Include evidence that the benchmarks assessed by the Grade 3 FCAT Reading have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 350 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments.
- Be an organized collection of evidence of the student's mastery of the Next Generation/Common Core Sunshine State Standard Benchmarks for Language Arts that are assessed by the Grade 3 FCAT 2.0 Reading. For each benchmark, there must be at least five (5) examples of mastery as demonstrated by a grade of "C" or above, and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

(9) Students that have been in the third grade for three consecutive years (Tier 3 students) must be provided grade level work for the subject areas that are not at risk. Districts must provide all Tier 3 students with intervention instruction and the option of being placed in a transitional instructional setting.

(10) The teacher and/or the student study team must carefully evaluate any student who appears to be having difficulty meeting course requirements for promotion. Any student who is retained should receive counseling services and be referred to the student study team for further evaluation by appropriately certificated specialists.

(11) The school will annually report in writing, to the parent of each student, the progress being made by the student toward achieving state and district grade level expectations for proficiency in reading, writing, science, social studies, and mathematics. The school will also report to the parent, the results of the student's performance on each state assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. The District School Board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1st of each year, the following information on the prior school year: 1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion. 2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT 2.0. 3. By grade the number and percentage of all students retained in grades 3

through 10. 4. Information on the total number of students who were promoted for good cause, by each category of good cause. 5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

- (12) Schools shall provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. This monitoring should take the form of daily, weekly or chapter exams; teacher observations; or any district assessment. Parents or adult students will be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. Parents or adult students will also be notified in writing at any time during the school year when it is apparent that the student may be retained and may not be eligible for a "good cause" exemption. An acknowledgment of such notification should be obtained and retained by the school. The opportunity for a conference with the teacher, principal or other school official is available to any parent or adult student. Notification to the parent or adult student as specified herein shall be deemed to be directory only, and the failure to so notify the parent or adult student shall not negate or invalidate the action taken.
- (13) Students in grades 1 (one) through 10 (ten) are required to be assessed in reading and mathematics. Science and writing will be assessed at selected grade levels. Based upon the results of statewide assessments, or teacher recommendation, a student who is substantially deficient in reading, writing, science, or mathematics skills will be provided an Academic Improvement Plan (AIP) and given intensive instruction following the identification of the deficiency. The student's deficiency will be reassessed at the beginning of the next school year, and, if any deficiency still exists, the student will be given additional intensive instruction until the deficiency has been remediated, or the student graduates from high school or is not subject to compulsory school attendance. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.
- (14) A personalized middle school success plan will be developed and implemented for each entering sixth (6th) grade student who scored below Level 3 in reading on the most recently administered FCAT 2.0. The plan must be followed until the student completes the eighth (8th) grade or scores at Level 3 or above in reading on the FCAT 2.0. The success plan must identify educational goals and intermediate benchmarks for the student in the core curriculum areas; be based upon academic performance data and identification of strengths and weaknesses; include academic intervention strategies and frequency of monitoring, provide innovative methods to promote advancement, and other interventions that have been shown to accelerate the learning process. The success plan must be incorporated in the student's AIP, I.E.P, 504 Plan, and/or ESOL Plan as appropriate. Each principal of a school with grades 6, 7, or 8 shall designate a certified staff member at the school to administer the development and implementation.
- (15) The school will develop the Academic Improvement Plan in consultation with the student's parent(s) immediately following the identification of the deficiency. The plan must implement improvements designed to assist the student in meeting state and district

expectations for proficiency. If the student has been identified as having a deficiency in reading the academic improvement plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; the instructional and support services to be provided to meet the desired levels of performance. The District School Board shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. The parents will be notified of the student's progress in correcting the deficiency at the end of each semester until the deficiency has been corrected. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained.

- (16) It is the intent of the Gadsden County School Board to implement full accountability in terms of student performance as specified in Section 1008.25, Florida Statutes. If state assessment results are not available by the first day of post-school planning, promotions will be determined based on the other promotional criteria as specified in this Student Progression Plan. These may include, but are not limited to, the student's portfolio, performance on classroom work, teacher observation, and student performance on teacher-made test and district assessments..
- (17) Teachers of courses in Language Arts, Reading, English, Mathematics, Science, or Social Studies for grade levels one (1) through ten (10) are required to maintain an individual student portfolio that serves as official documentation that the student has or has not mastered Sunshine State Standards for that specific course.

GENERAL REQUIREMENTS FOR MIDDLE GRADES PROMOTION

Florida Statute 1003.4156 requires the following:

- (1) Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7, and 8 requires that:

Promotion from a Florida public middle school to high school requires successful completion of all grade level requirements (grades 6 – 8) in the public school district. Promotion from middle school requires that a student successfully complete the following courses:

- English – 3 middle school or higher courses
- Mathematics – 3 middle school or higher courses
- Social Studies – 3 middle school or higher courses that include one semester of study of state and federal government and civics education
- Science – 3 middle school or higher courses
- Career and Education Planning – 1 course (students will develop an electronic Personal Education Plan [ePEP])

Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities. Each student shall complete an electronic personal education plan that must be signed by the student; the student's instructor, guidance counselor, or academic advisor; and the student's parent.

For each year in which a student scores at Level 1 on FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by F.S. 1011.62(8).

For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

- (2) Students in grade 6, grade 7, or grade 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.
- (3) As part of the newly passed requirements for middle grades promotion, each student should be enrolled in a career and education planning course in 7th or 8th grade. The course may be taught by any member of the instructional staff. Must result in a completed personalized academic and career plan for the student; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must include

information from the Department of Economic Opportunity' s economic security report as described in s. 445.07, F.S.

- The required personalized academic and career plan must inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship/Gold Seal Program requirements, state university and Florida College System institution admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy and career-themed course opportunities, and courses that lead to national industry certification.
- Each student shall complete a personal education plan that must be signed by the student and the student's parent.
- A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan team determines that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the EOC assessment results waived for purposes of determining the student's course grade and completing the requirements for middle grades promotion.
- Each school must inform parents about the course curriculum and activities.

GRADING SCALE

Grades 6-8:

Letter Grade	Range	GPA	Summary
A	90-100%	4.0	Outstanding Progress
B	80-89%	3.0	Above Average Progress
C	70-79%	2.0	Average Progress
D	60-69%	1.0	Lowest Passing Grade/Needs Improvement
F	45-59	0.0	Failure
I			Incomplete

PROMOTION CRITERIA FOR A STUDENT IN GRADES 6 THROUGH 8

In order to be promoted to the next higher grade, a student in grades 6 through 8 must receive passing grades in the areas of reading and/or language process writing (where applicable), mathematics and science A student must also score:

- (1) *At or above Level 2* on FCAT 2.0 Mathematics, or achieve a gain score on FCAT 2.0 Mathematics representing at least a year's growth. In lieu of the FCAT 2.0 Mathematics requirement, a student may demonstrate mastery through the use of an approved mathematics portfolio or through a district/state approved alternative assessment by scoring at or above the 50TH percentile.
- (2) *At or above Level 2* on FCAT 2.0 Reading, or achieve a gain score on FCAT 2.0 Reading representing at least a year's growth. In lieu of the FCAT 2.0 reading requirement, a

student may demonstrate mastery through the use of an approved reading portfolio or through a district/state approved alternative assessment by scoring at or above the 50TH percentile.

- (3) *At or above Level 2* on FCAT 2.0 Science for a student in grade eight (8). In lieu of the FCAT 2.0 Science requirement, a student may demonstrate mastery through the use of a science portfolio or through a district/state approved alternative assessment by scoring at or above the 50TH percentile.
- (5) *A 3.5 or higher* on the FCAT 2.0 Writing for students in grade eight (8). Alternatively, a student's writing portfolio demonstrating mastery may be used in lieu of this requirement.

MANDATORY RETENTION EXEMPTIONS FOR GOOD CAUSE

Good Cause Exemption from Mandatory Retention is the assignment of a student to the next grade level who has failed to meet grade level requirements. Students who are eligible for a Good Cause Exemption must meet one or more of the following:

- English Language Learner student who has had less than two years of instruction in an English for Speakers of Other Languages program;
- Student with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of the State Board of Education rule;
- Student who demonstrates, through a student portfolio, that the student is reading on grade level, as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0;
- Student with disabilities who participated in the FCAT 2.0 and who has an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by paragraph (4)(b), for more than two years but who still demonstrates a deficiency in reading and was previously retained;
- Student who has received the intensive remediation in reading as required by paragraph (4)(b) for two or more years but still demonstrates a deficiency in reading and who was previously retained for a total of two years;
- Student who demonstrates an annual (one year) learning gain on FCAT 2.0 in the area of Reading.

HIGH SCHOOL CREDIT

Middle school students may take high school courses for high school credit. Such students, along with his/her parent/guardian, will receive academic counseling regarding the consequences of their choices. To promote academic progress and instructional validity, middle school and high school principals shall be responsible for ensuring teacher collaboration in the selection of text, development of curricula, and development of comprehensive assessment exams for middle school courses intended to earn high school credit. Middle school students taking courses for high school credit may retake the same or comparable course in high school for any grade earned less than B. F.S.1003.43(5)(e). Note: Only Algebra I, Algebra I Honors, Algebra IA & Algebra

IB, and Introduction to Information Technology and Agriscience Foundations are eligible for middle grades weighted grading.

HIGH SCHOOL STUDENT PROGRESSION PLAN



GENERAL PROCEDURES FOR PROMOTION AND ALTERNATIVE ASSIGNMENT IN GRADES 9-12

- (1) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Each student must participate in the statewide assessment tests required by s.1008.22. A student not meeting the specified levels of performance in reading, writing, mathematics, and/or science as defined herein, must be provided with additional diagnostic assessment to determine the nature of the student's difficulties and areas of academic need. Based upon the results of statewide assessments or based on teacher recommendation, a student who is substantially deficient in reading, mathematics, science, and/or writing skills will be given intensive instruction following the identification of the deficiency. Intensive instruction may include, but is not limited to, participation in tutoring, mentoring, or curriculum modification. The student's proficiencies will be reassessed at the beginning of the following grade, and, if any deficiency is still present, the student will be given additional intensive instruction different from the previous year that takes into account the student's learning style on an ongoing basis until the deficiency has been remediated, or he/she graduates from high school or is not subject to compulsory attendance.

- (2) The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers. The parent of any student must be immediately notified in writing if his/her child has been identified as having a substantial deficiency in reading. The notification must include a description and explanation of the services currently being provided to the child and the proposed supplemental services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency. Strategies must be included for parents to use in helping their child succeed in reading proficiency. Such strategies shall be developed by the school site instructional leadership and guided by the District Reading Plan.

- (3) Request for good cause exemptions for a student who demonstrates acceptable performance in reading through alternative standardized reading assessment, or through a student portfolio of Sunshine State Standards mastery, shall adhere to the following guidelines:
 - a. Documentation shall be submitted from the student's teacher to the school principal indicating that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the current AIP/IEP, report card, or student portfolio.
 - b. The school principal shall review and discuss the request with the teacher and make a determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The superintendent shall accept or reject the school principal's recommendation in writing.
 - c. In each case of promotion based on "good cause", the student's report card should

indicate “grade placement by alternative assignment.” Parents should be notified formally in writing that their child is being alternatively assigned to the next higher grade, the reason(s) for the assignment, and the name of the principal who approved the placement. A copy of this notification should be placed in the student’s cumulative guidance record.

- (4) A Limited English Proficient (LEP) student is required to meet the same standards for promotion/graduation as non-LEP student unless the LEP student has been enrolled in the ESOL program less than 2 years. In such case the promotion requirements are waived. A LEP student must receive language arts/English instruction through ESOL (English for speakers of other languages). A LEP student may not be failed if instructional strategies, materials, and testing have not been appropriately modified and documented to meet his/her needs. A student cannot be retained based solely on English language proficiency or based on the results of any single assessment instrument. Promotion of a LEP student in any grade other than grade 3, who has not met district criteria for promotion, must be based on the recommendation of the AIP/LEP committee. A LEP student may be retained only through the action of A LEP committee.
- (5) The teacher and/or the student study team must carefully evaluate any student who appears to be having difficulty meeting course requirements for promotion. Any student who is retained should receive counseling services and be referred to the student study team for further evaluation by appropriately certificated specialists.
- (6) The school will annually report in writing, to the parent of each student, the progress being made by the student toward achieving state and district grade level expectations for proficiency in reading, writing, science, social studies, and mathematics. The school will also report to the parent, the results of the student’s performance on each state assessment test. The evaluation of each student’s progress must be based upon the student’s classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. The District School Board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1st of each year, the following information on the prior school year: 1. The provisions of this section relating to public school student progression and the district school board’s policies and procedures on student retention and promotion. 2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT 2.0. 3. By grade the number and percentage of all students retained in grades 3 through 10. 4. Information on the total number of students who were promoted for good cause, by each category of good cause. 5. Any revisions to the district school board’s policy on student retention and promotion from the prior year.
- (7) Schools shall provide for the frequent monitoring of the student’s progress in meeting the desired levels of performance. This monitoring should take the form of daily, weekly or chapter exams; teacher observations; or any district assessment. Parents or adult students will be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment.

Parents or adult students will also be notified in writing at any time during the school year when it is apparent that the student may be retained. An acknowledgment of such notification should be obtained and retained by the school. The opportunity for a conference with the teacher, principal or other school official is available to any parent or adult student. Notification to the parent or adult student as specified herein shall be deemed to be directory only, and the failure to so notify the parent or adult student shall not negate or invalidate the action taken.

- (8) Students in grades 1 (one) through 10 (ten) are required to be assessed in reading and mathematics. Science and writing will be assessed at selected grade levels. Based upon the results of statewide assessments, or teacher recommendation, a student who is substantially deficient in reading, writing, science, or mathematics skills will be provided an Academic Improvement Plan (AIP) and given intensive instruction following the identification of the deficiency. The student's deficiency will be reassessed at the beginning of the next school year, and, if any deficiency still exists, the student will be given additional intensive instruction until the deficiency has been remediated, or the student graduates from high school or is not subject to compulsory school attendance. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.
- (9) The school will develop the Academic Improvement Plan in consultation with the student's parent(s) immediately following the identification of the deficiency. The plan must implement improvements designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading the academic improvement plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; the instructional and support services to be provided to meet the desired levels of performance. The District School Board shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. The parents will be notified of the student's progress in correcting the deficiency at the end of each semester until the deficiency has been corrected. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained.
- (10) It is the intent of the Gadsden County School Board to implement full accountability in terms of student performance as specified in Section 1008.25, Florida Statutes. If state assessment results are not available by the first day of post-school planning, promotions will be determined based on the other promotional criteria as specified in this Student Progression Plan. These may include, but are not limited to, the student's portfolio, performance on classroom work, teacher observation, and student performance on teacher-made test and district assessments.
- (11) Teachers of courses in Language Arts, Reading, English, Mathematics, Science, or Social Studies for grade levels one (1) through ten (10) are required to maintain an individual student portfolio that serves as official documentation that the student has or has not

mastered Sunshine State Standards for that specific course.

- (12) For each year in which a student scores at Level 1 on FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.
- (13) For each year in which a student scores Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the Department for inclusion in the Course Code Directory.
- (14) Credit recovery courses shall be offered so that students can simultaneously earn an elective credit and the recovered credit.
- (15) Parents of students who have a cumulative grade point average (GPA) of less than .5 above the 2.0 cumulative GPA required for graduation (less than a 2.5) at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement. (s.1003.43 (5) (e) 2, F.S.) In addition, at the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, Advanced International Certificate of Education, Dual Enrollment, and Florida Virtual School courses.

TRANSFER OF CREDITS FROM OTHER SCHOOLS

Credits and/or academic grades earned in other schools, home education programs, or institutions may be transferred to the Gadsden County School System in the following manner and under the following conditions:

- (1) All evidence of work or credits earned at another school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the proper school authority.
- (2) Credits and/or academic grades earned in any school or home education program that are documented by an official transcript shall be accepted at face value. Credits and/or academic grades that are not documented by an official transcript will require that the student be placed at the appropriate sequential course level, and overall performance in classes at the receiving school validates the credits from the previous school or home education program in their entirety.
- (3) Credits earned in a college or area vocational school may be recognized and applied toward a student's graduation requirements. The same standards for course content and performance that apply to the credits earned in the high school apply to credits earned in

a college or area career and technical program.

- (4) A student transferring to Gadsden County Schools from another state or district during his/her senior year shall be permitted to graduate under the requirements of the state or district from which he/she transferred. However, such student must meet the requirements prescribed by Section 1008.22(3)(C)(5), Florida Statutes.
- (5) The number of high school credits transferred shall not exceed the number of credits that could have been earned in The Gadsden County School System during the same period of time.

CREDIT EARNED IN TRAVEL-STUDY PROGRAMS

Any student above the ninth grade may earn a maximum of three credits for satisfactory completion of a travel-study program. Based upon a recommendation from the Superintendent, the program must be approved in advance by the School Board. No more than one such credit may be earned during any calendar year. All such credits shall be considered elective credits for purposes of satisfying graduation requirements.

HIGH SCHOOL GRADUATION PROGRAM OVERVIEW

Florida students entering their first year of high school in the 2011–2012 school year and thereafter may choose from several options to earn a standard diploma. They are as follows:

- A 4-year, 24-credit program
- A 3-year, 18-credit college preparatory program
- A 3-year, 18-credit career preparatory program

And all students, regardless of graduation program, must still earn a 2.0 on a 4.0 scale and achieve passing scores on the Grade 10 Florida Comprehensive Assessment Test® 2.0 (FCAT) Reading and specific End-of-Course (EOC) assessments to graduate with a standard diploma.

A student who selected one of the accelerated three-year graduation options shall automatically move to the four-year program stated ins. 1003.428 or s. 1003.43, F.S., if applicable, if the student:

- Exercises his or her right to change to the four-year program.
- Fails to earn five credits by the end of Grade 9 or fails to earn 11 credits by the end of Grade 10.
- Does not achieve a score of 3 or higher on the Grade 10 FCAT 2.0 Writing assessment.
- By the end of Grade 11 does not meet the requirements of s. 1003.429(1) and (6), F.S.

Special note: A student who has not completed all requirements for the three-year graduation program, including earning passing scores on the FCAT 2.0 and achieving the required GPA,

must be required to meet the minimum 24-credit program to satisfy graduation requirements as specified in s. 1003.428, F.S.

For students who enter 9th grade, course credits required for the 3 graduation program options listed above include the following:

CORE REQUIREMENTS

English	4 credits
Mathematics	<p>4 credits to include the following:</p> <p>Beginning in 2011-2012</p> <ul style="list-style-type: none"> • 1 credit in Algebra 1 by passing the EOC assessment • 1 credit in Geometry (must take EOC -30% of final course grade) <p>2012-2013 and beyond</p> <ul style="list-style-type: none"> • 1 credit in Algebra 1 by passing the EOC assessment • 1 credit in Geometry by passing the EOC assessment • 1 credit in Algebra 2
Science	<p>3 credits to include the following:</p> <p>Beginning in 2011-2012</p> <ul style="list-style-type: none"> • 1 credit in Biology by passing the EOC assessment <p>2012-2013</p> <ul style="list-style-type: none"> • 1 credit in Biology by passing the EOC assessment • 1 credit in Chemistry or Physics or its equivalent • 1 credit in an equally rigorous science course • Agriscience Foundations I, the core course in secondary Agriscience and Natural Resource programs, may count as one of the science credits.
Social Studies	<p>3 credits</p> <ul style="list-style-type: none"> • 1 credit in World History • 1 credit in United States History • .5 credit in United States Government • .5 credit in Economics

Special note: The final grade for U.S. History or U.S. History Honors must include a minimum 30 percent of the US History EOC assessment. The basis for this requirement is s. 1003.428(4)(a), F.S.

ELECTIVE REQUIREMENTS

In addition, credit requirements specific to the graduation program chosen include the following:

Credits	Category
24-Credit Program Electives	<p>8 Electives:</p> <p>1 credit in practical arts career and technical education or exploratory career and technical education (Any career and technical education</p>

	<p>course as defined in s. 1003.01, F.S., may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career and technical education.); or</p> <p>1 credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate may be taken to satisfy the high school graduation requirement for one credit in performing fine arts; or</p> <p>.5 credit each in practical arts career and technical education and performing fine arts. Such credit for practical arts career and technical education or exploratory career and technical education or for performing fine arts must be made available in the ninth grade, and students must be scheduled into a ninth grade course as a priority.</p> <p>.5 credit in life management skills, to include consumer education, positive emotional development, marriage and relationship skill-based education, nutrition, parenting skills, prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education, and the hazards of smoking.</p> <p>1 credit in physical education to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement if the student makes a "C" or better on a competency test on personal fitness developed by the Florida Department of Education. A school board may not require that one credit in physical education be taken during the ninth grade year. Completion of one semester with a grade of "C" or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer Training Corps (ROTC) class, a significant component of which is drills, shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan(IEP) or Section 504 plan.</p>
3-Year, 18-Credit College Preparatory Program Electives	4 Electives 2 credits in foreign language 2 credits in electives
3-Year, 18-Credit	4 Electives

Career Preparatory Program Electives	<ul style="list-style-type: none"> • 3 credits in single vocational/career education program and 1 elective credit OR • 3 credits in single career/technical certificate dual enrollment and 1 elective credit OR • 4 credits in vocational/career education (including 3 education program)
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ACCELERATED HIGH SCHOOL GRADUATION

Except as otherwise authorized pursuant to s.1003.429, F.S., Accelerated high school graduation options, beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions.

A course designated in the Florida Course Code Directory as Grades 9 - 12 that is taken below the ninth grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements. A student must be granted credit toward high school graduation requirements for courses taken through dual enrollment, as identified in s. 1007.271(6), F.S.

Credit for high school graduation may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education. The school board may award a maximum of one-half credit in social studies and one-half credit elective for student completion of nonpaid voluntary community or school service work. Students must complete a minimum of 75 hours of service in either category. Credit may not be earned for service provided as a result of court action. District school boards that approve the award of credit for student volunteer services must develop guidelines regarding the award of credit, and school principals are responsible for approving specific volunteer activities.

ONLINE COURSE REQUIREMENT –F.S. 1003.428

Beginning with students entering Grade 9 in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. An online course taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45 meets this requirement. This requirement does not apply to a student who has an individual educational plan under s. 1003.57, F.S., which indicates that an online course would be inappropriate or a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school.

**GRADUATION REQUIREMENTS FOR FLORIDA’S STATEWIDE ASSESSMENTS
FLORIDA DEPARTMENT OF EDUCATION/OFFICE OF ASSESSMENT
SEPTEMBER 2011 PUBLICATION**

Overview

Students must meet all academic requirements in order to receive a standard high school diploma from a public school. This means that students must take required courses, earn the correct number of credits, maintain a passing grade point average, **and pass the required statewide assessments: FCAT, FCAT 2.0, and/or Florida End-of-Course (EOC) Assessments.** Students who meet these requirements but do not pass the required FCAT or FCAT 2.0 assessments will receive a Certificate of Completion, which is not equivalent to a standard high school diploma. Depending on the school year and grade level, students who do not pass the required Florida EOC Assessments may not receive course credit. Passing scores for the statewide assessments are determined by the State Board of Education.

The Florida Comprehensive Assessment Test (FCAT) measures a student's content knowledge and skills in reading, writing, science, and mathematics. The content knowledge and skills assessed by the FCAT must be aligned to the core curricular content established in the Next Generation/Common Core Sunshine State Standards. FCAT. Reading and FCAT Mathematics shall be administered annually in grades 3 through 10 except, beginning with the 2010-2011 school year, the administration of the grade 9 FCAT Mathematics shall be discontinued, and beginning in the 2011-2012 school year, the administration of grade 10 FCAT Mathematics shall be discontinued, except as required for students who have not attained minimum performance expectations for graduation as provided in s. 1008.22(9)(c), F.S. FCAT Writing and FCAT Science shall be administered at least once at the elementary, middle, and high school levels except, beginning with the 2011-2012 school year, the administration of the FCAT Science at the high school level shall be discontinued. Students enrolled in an Algebra 1, geometry, or Biology 1 course or an equivalent course with a statewide, standardized EOC assessment are not required to take the corresponding grade-level FCAT assessment.

EOC assessments must be rigorous, statewide, standardized, and developed or approved by the Florida Department of Education. The content knowledge and skills assessed by EOC assessments must be aligned to the core curricular content established in the Next Generation/Common Core Sunshine State Standards.

FCAT 2.0 and Florida EOC Assessments—Students who entered grade 9 in the 2010-11 school year and beyond must earn an Achievement Level 3 or higher in order to pass the Grade 10 FCAT 2.0 Reading assessment for graduation purposes. Once Achievement Levels are established for an EOC assessment, students must pass the EOC assessment by earning an Achievement Level 3 score or higher in order to earn course credit. The table below provides the school year when these requirements begin for students entering grade 9:

Achievement Level 3 Requirement Begins for Students Entering Grade 9	Assessment
2010-11	Grade 10 FCAT 2.0 Reading

2011-12	Algebra 1 EOC Assessment
2012-13	Biology 1 EOC Assessment Geometry EOC Assessment

Special note: The final grade for U.S. History or U.S. History Honors must include a minimum 30 percent of the US History EOC assessment. The basis for this requirement is s. 1003.428(4)(a), F.S.

Graduation Options

- Retaking the Statewide Assessments**—Students can retake the FCAT or FCAT 2.0 as many times as they like until they pass it and can enroll for a “free” 13th year of public education should they need additional instruction to successfully pass the assessment. Students currently have up to five opportunities to pass the assessments prior to their scheduled graduation. Students who do not pass the Grade 10 FCAT or FCAT 2.0 in the spring of their sophomore year may retest in fall and spring of their junior and senior years; however, it is important to note that the last administration of the FCAT Reading Retake assessment will occur in spring 2012, and the last administration of the FCAT Mathematics Retake assessment will occur in spring 2013. Students who have not passed the FCAT by its last administration will need to take and pass the FCAT 2.0 Reading assessment by earning the approved concordant passing scores that will be established, or by achieving a concordant score on the SAT or ACT, as described below.

In addition, if students do not pass the required Florida EOC Assessment, they will not earn course credit and must retake the assessment until they pass it.

- Concordant Scores Option**—A senior can graduate by receiving a score comparable to the FCAT passing score on the ACT or SAT. The current, approved reading scores may also be used for the Grade 10 FCAT 2.0 Reading assessment for students scheduled to graduate in 2012-13. Students may satisfy the score requirements using various combinations of tests. See the chart below for the concordant scores that must be achieved by graduation year:

<u>Concordant Scores by Graduation Year</u>				
	Reading		Mathematics	
	2009-10 and prior	2010-11 to 2012-2013	2009-10 and prior	2010-11 and beyond
FCAT	1926	1926	1889	1889
SAT	410	420	370	340
ACT	15	18	15	15

The option of substituting a concordant passing score at any time became available to students who have not passed the FCAT on July 1, 2010. Prior to July 1, 2010, students were required to take the FCAT at least three times without passing in order to use the concordant scores.

- **Community College**—Seniors with a Certificate of Completion may enroll in any public community college in Florida by taking the Postsecondary Education Readiness Test (P.E.R.T.) or the Florida College Entry-Level Placement Test (CPT) to determine if they qualify to register for college-credit courses or must take remedial courses to continue their college-preparatory studies.
- **Waiver of the FCAT and EOC Graduation Requirements for Students with Disabilities**—Students with disabilities who are working toward a standard high school diploma are expected to participate in the FCAT and FCAT 2.0 assessments; however, legislation provides for a waiver of the FCAT and FCAT 2.0 as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments after attempting each required assessment at least once. The individual educational plan (IEP) team may request a waiver of the FCAT/FCAT 2.0 requirement for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes. Students with disabilities with Section 504 plans are not eligible for a waiver.

STUDENT OPTIONS

Within the five graduation programs, students have multiple options in a variety of areas.

HIGH SCHOOL COURSES IN MIDDLE SCHOOL -Middle school students can take some high school courses for high school credit while in middle school. To encourage this practice, for middle school students who take any high school course for high school credit and earn a grade of “C,” “D,” or “F” or the equivalent of a grade of “C,” “D,” or “F,” the district grade forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course. Course offerings vary by district. For more information, contact your district or your middle school guidance counselor.

ACCELERATION PROGRAMS AND ADVANCED COURSEWORK -Studies show that students who complete a solid academic program in high school, including advanced courses, are more likely to be successful in college. Students in all graduation programs are encouraged to take advantage of advanced course offerings and acceleration programs such as dual enrollment, early admission, Advanced Placement courses, and courses from the Florida Virtual School. These courses are available to all qualified students, no matter which graduation program they choose. For more information, contact your child’s school counselor.

DUAL ENROLLMENT AND EARLY ADMISSION -Dual enrollment allows eligible high school students to enroll in postsecondary courses. They earn credit toward high school graduation and, at the same time, earn credit toward a college degree or technical certificate. All 28 public community colleges and some of the state universities in Florida participate in dual

enrollment. Students are permitted to take dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. Dual enrollment students do not have to pay registration, matriculation, or laboratory fees. In addition, textbooks for dual enrollment are provided to students free of charge. **Early admission** is similar to dual enrollment, except that students enroll in college/university courses full time. They earn credits simultaneously toward a college degree and a high school diploma.

ADVANCED PLACEMENT (AP) PROGRAM -The College Board's AP Program is a nationwide program consisting of more than 30 college-level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of 3 or above on an AP exam can earn college credit or advanced placement or both, depending on the college or university in which the student enrolls. Students in Florida's public secondary schools enrolled in AP courses do not have to pay to take the exams. For information, visit www.collegeboard.com/student/testing/ap/about.html.

SPECIAL DIPLOMA -Students who have been identified in accordance with State Board of Education rules as "educable, trainable, or profoundly handicapped," "deaf, hard-of-hearing, or dual sensory impaired," "specific learning disabled," "language impaired," "physically impaired with an orthopedic, other health impairment, or traumatic brain injury," "autism spectrum disorder," or "emotional/behavioral disabilities," are not required to meet all the requirements of a standard diploma. Requirements for special diplomas are established by district school boards. However, the availability of a special diploma does not restrict the right of a student with a disability solely to a special diploma. There are two options available to special diploma students. Special Diploma Option 1 requires the student to:

- earn the minimum number of course credits determined by the local school board; and
- show mastery of the standards for special diploma.

Special Diploma Option 2 requires the student to:

- be successfully employed for at least one semester, at or above minimum wage
- achieve all annual goals and short-term objectives or benchmarks related to employment and community competencies in the graduation training plan; and
- show mastery of competencies in his or her employment and community competencies training plan.

Students who graduate with a special diploma are entitled to a free appropriate public education (FAPE) until they reach age 22 or receive a standard diploma, whichever comes first. For more information about a special diploma and other graduation options for students with disabilities, contact your child's school counselor, exceptional student education teacher, or visit <http://www.fldoe.org/ese/pdf/diploma.pdf>.

FLORIDA VIRTUAL SCHOOL (FVS) -The FVS offers high-quality, online high school curricula, including AP courses. The FVS Program can be a resource for students with limited access to AP offerings. All students have the option of taking online courses from the Florida Virtual School. For information, visit www.flvs.net.

ADULT EDUCATION -Many school districts let high school students take courses through the district’s adult education program. Credits earned may be applied to requirements for high school graduation, subject to local school board policies.

GED EXIT OPTION MODEL - (Carter Parramore Academy)- GED preparation consists of adult education courses designed to prepare individuals at a ninth grade level or above to successfully complete the five GED subject area tests leading to qualification for a state of Florida high school diploma. Section 1003.435(4), F.S., requires GED candidates to “be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board of the district in which the candidate resides or attends school, a candidate may take the examination after reaching the age of 16.” A student’s eligibility to take the GED test is based on the student not being enrolled in an accredited high school. Because waiting on GED test results implies that a student is seeking to complete their education by earning a GED, it would not be appropriate to re-enroll the student into K–12 education. In addition, the diploma date noted on the GED is the actual GED test date. A student can re-enroll in high school as long as their intent is to pursue a high school diploma. A student who seeks to earn only a GED should not be re-enrolled or enrolled in high school.

The Performance-Based Exit Option (formerly GED Exit Option) is an alternative route to graduation for students who are at risk of not graduating on time with their cohort (class with whom the student entered kindergarten) due to credit deficiency, low grade point average, or being overage for grade. Students who wish to pursue this graduation route must be:

- At least 16 years of age or older and enrolled in a K–12 program
- Enrolled in and attending courses that meet high school graduation requirements (Level 1 courses must be documented on an individual educational plan [IEP] otherwise they are not allowable; GED preparation courses are not permitted)
- In jeopardy of not graduating with their kindergarten cohort and
- Demonstrate evidence of academic ability (7th grade reading level or higher at time of selection, 9th grade reading level or higher at time of testing)

To participate in the Performance-Based Exit Option, it is a requirement that students be enrolled in PK–12. According to the GED Testing Service, participation in the Performance-Based Exit Option is the only allowable exception for a student to take the GED tests while enrolled in PK–12.

BRIGHT FUTURES SCHOLARSHIP REQUIREMENTS FOR 2012 GRADUATES

The Florida Bright Futures Scholarship Program’s purpose is to reward students for their academic achievements during high school by providing funding to attend postsecondary education in Florida.

FLORIDA ACADEMIC SCHOLAR (FAS) AND FLORIDA MEDALLION AWARD (FMS)

Requirements include the following:

16 credits of college preparatory academic courses

- 4 English (3 with substantial writing)
- 4 mathematics (Algebra 1 level and above)
- 3 natural science (2 with substantial lab)
- 3 social science
- 2 foreign language (sequential, in the same language)

3.5 weighted GPA in the above courses, 100 community service hours, and a best composite score of 1270 on the SAT (based on combined Critical Reading and Math sections only) or 28 on the ACT (excluding the writing section) to be a Florida Academic Scholar (FAS)

3.0 weighted GPA in the above courses, 75 community service hours, and a mini-mum score of 970 (based on the combined Critical Reading and Math sections only) on the SAT or 20 on the ACT (excluding the writing section) to be a Florida Medal-lion Scholar (FMS)

Up to 2 additional credits from courses in the academic areas listed above or in fine arts courses from the student’s high school transcript may be used to raise their Bright Fu-tures GPA.

Test Score Requirements for Bright Futures				
	Academic Scholar		Medallion Scholar	
YEAR	SAT	ACT	SAT	ACT
2012	1270	28	980	21
2013	1280	28	1020	22
2014	1290	29	1170	26

GOLD SEAL VOCATIONAL SCHOLARS (GSV) AWARD

Requirements include the following:

16 core credits required for high school graduation

- 4 English
- 4 mathematics (including Algebra 1)
- 3 natural science
- 3 social science (U.S. History, World History, U.S. Government, and Economics)
- 1 fine; OR identified practical Art; OR .5 credit in each
- 1 physical education (to include integration of health)

3.0 weighted GPA in the core credits required for graduation*

A minimum of 3 career and technical education credits in 1 vocational program taken over at least 2 academic years with an unweighted 3.5 GPA in those courses

Test Scores – Students must earn the minimum score listed below on each section of the College Placement Test (CPT), SAT, or ACT (test sections cannot be combined)

- CPT: Reading 83/Sentence Skills 83/Algebra 72

- SAT: Reading 440/Math 440 (Information at <http://www.collegeboard.org>)
- ACT: English 17/Reading 18/Math 19 (Information at <http://www.act.org>)

30 community service hours

* College or career preparatory diplomas may be used to qualify for GSV, with appropriate career and technical education electives.

GRADING

Grades 6-12

Letter Grade	Range	GPA	Summary
A	90-100%	4.0	Outstanding Progress
B	80-89%	3.0	Above Average Progress
C	70-79%	2.0	Average Progress
D	60-69%	1.0	Lowest Passing Grade/Needs Improvement
F	45-59	0.0	Failure
I			Incomplete

GRADE POINT AVERAGE (GPA)

Students are required to have a minimum cumulative grade point average based on a 4.0 scale for the following: Four-Year Standard 24 Credit and 26-Credit Program – 2.0 unweighted GPA, or the Three-Year Standard 18 Credit College Preparatory Program – 3.5 weighted GPA, or the Three-Year Standard 18 Credit Career Preparatory Program – 3.0 weighted GPA.

UNWEIGHTED GPA

The cumulative unweighted grade point average includes all courses taken for credit. It is calculated for high school graduation purposes with the exception of those courses retaken under the Grade Forgiveness Policy.

Grade	Points
A	4
B	3
C	2
D	1
F	0

WEIGHTED GRADES/GPA

For the purposes of class ranking, high school may use a weighted grading system pursuant to F.S. 1007.271. A high school student may earn an additional quality point for a passing grade in any Advanced Placement or dual enrollment course. In addition, specific courses designated as Level III in the state's Course Code Directory and identified as honors courses in the high school program of study may also earn an additional quality point for a passing grade. These quality points increase the point value for credits earned, and when divided by the credits attempted may

result in a higher GPA for a student enrolled in these more challenging courses. (F.S.1003.437)

College level dual enrollment courses must be weighted the same as honors and advanced placement courses. A student must have a 3.0 unweighted GPA in order to enroll in a college credit class, and a 2.0 unweighted GPA in order to enroll in a career certification program. There must be no discrimination against dual enrollment courses in the assigning of weighted grades or the calculation of cumulative grade point averages.

The cumulative weighted grade point average includes additional weight for Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE), courses as well as Level III (Advanced) high school courses.

F.S. 1007.271 (16) requires that School Districts must weight dual enrollment courses the same as Advanced Placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

Grade	Dual Enrollment/ AP/IB/AICE Courses	Level III Courses
	<i>Points</i>	<i>Points</i>
A	5	4.5
B	4	3.5
C	3	2.5
D	1	1
F	0	0

HIGH SCHOOL GRADING SYSTEM – RANK-IN-CLASS

Rank-in class shall be for the purpose of college admissions and scholarship applications. The release of such individual student information shall be in accordance with School Board Policy 8330. Rank in class shall be computed on a cumulative unweighted GPA. State universities in Florida recalculate a student’s grade point average for admissions purposes in accordance with Florida statute and rule.

Upon a student or parent request, for purposes of admissions to colleges and universities which are not a part of the Florida state system, and for certain scholarship applications, the rank-in-class procedure utilizing only academic subjects on a weighted basis shall be used.

A student selecting one of the three-year graduation options must be included in the overall class ranking for his/her graduation year based on the relative ranking of his/her cumulative GPA. These students are also eligible for consideration as Valedictorian, Salutatorian, and the Talented 20 Program. If the student meets all the requirements, he/she is also eligible for a National Merit Scholarship, a Bright Futures Scholarship, and participation in college athletics. (s.1003, 437. F.S.)

HONOR GRADUATES

- Any student with a minimum of 3.50 cumulative weighted GPA at the end of the first semester during his/her graduation year shall be declared an honor graduate, provided that the student maintains a comparable level of performance during the second semester.
- All high school course grades earned in grades 7-12 are to be included in the grade point average for determining honor graduates with the following exceptions:
 - a. Adult education
 - b. Pass/fail grades (transfer students)
 - c. On-the-job
 - d. Lowest grade for a course that is repeated
- The cumulative weighted grade point average as indicated in the chart above shall be utilized in computing a student's grade point average.

PROMOTION CRITERIA FOR STUDENTS IN GRADES 9-12

In order to be promoted from grade *9 to grade 10*, a student must have accumulated at least five (5) credits.

In order to be promoted from grade *10 to grade 11*, a student must have accumulated at least eleven (11) credits.

In order to be promoted from grade *11 to grade 12*, a student must have accumulated at least seventeen (17) credits.

In order to participate in the commencement/graduation exercises, which include Baccalaureate and Class Night, a student must have completed all graduation requirements; which include achieving a passing score on all applicable sections of the Florida Comprehensive Assessment Test, achieving an overall GPA of 2.00, and earning the required number of credits based on the diploma option selected.

POINTS TO REMEMBER WHEN CHOOSING A GRADUATION PROGRAM

- High school credits awarded before grade nine can be counted toward the required credits for all graduation programs.
- Students who meet specified requirements for a comprehensive program of study in career education may be recognized with a career education certification on their high school diploma.
- Students who choose a three-year, 18-credit program may still qualify for acceleration programs (e.g., Advanced Placement dual enrollment, International Baccalaureate) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships.
- Students who choose a three-year, 18-credit program can participate in the National Merit Scholarship Program if they take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSQT in their last year of high

school will be entering competition for awards to be offered as they are completing their first year of college.

- Students who choose a three-year, 18-credit program; complete the 18 credits; earn a specified, cumulative weighted GPA (with individual course credit GPA requirements); and pass the Grade 10 FCAT 2.0, must graduate at the end of the three years. Students cannot remain in school for a fourth year after graduating from high school.
- Students will lose a year of potential athletics eligibility by opting for a three-year program. Issues such as continued eligibility for high school athletics or other extracurricular activities should be taken into consideration when making the decision.
- Students who choose a three-year, 18-credit program will automatically be assigned to the 24-credit program if they do not earn 5 credits by the end of grade nine or 11 credits by the end of grade 10; do not achieve a score of three or higher on the Grade 10 FCAT 2.0 Writing +assessment; do not pass the Grade 10 FCAT 2.0; or do not meet credit or GPA requirements by the end of their third year. Passing the Grade 10 FCAT 2.0 is mandatory.
- The three-year, 18 credit programs are only available to students who will receive a standard diploma.
- Selection of one of the three-year, 18-credit programs must be completed by the student prior to the end of grade nine, and the decision is exclusively up to the student and parent.
- Students who complete the three-year, 18 credit college preparatory program must still satisfy minimum academic core requirements for State University System admissions for admission to those institutions.
- Students who choose the three-year, 18-credit career preparatory program must take their electives in vocational, career, or technical education courses.
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in one of the three-year, 18-credit programs should contact those institutions as early as possible for specific admissions requirements.
- Students who choose a three-year, 18-credit program must be treated equally in all ways with students who choose the 24-credit program, including eligibility for graduation honors, valedictorian or salutatorian ranking, the Talented 20 Program, and the Bright Futures Scholarship.

MAJOR AREA OF INTEREST (STUDENTS ENTERING HIGH SCHOOL 2007-2008)

A major area of interest includes four (4) credits in a common area such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the student's education plan. A student must earn a total of four (4) credits in a major area of interest. One (1) of these credits may be earned in a practicum, as described in the Course Code Directory. Major areas of interest will be proposed by school districts to the Commissioner of Education and, once approved, will be available for students to consider. When a student is selecting a major area of interest, it is important for educators providing academic advisement to review the student's transcript to advise the student and to help ensure that the student is on track to meet the requirements for the Florida Bright Futures Scholarship Program and the 18 units course distribution requirements for state university system (SUS) admission, if applicable, based on the student's desired postsecondary education goals.

The purposes of a major area of interest are to provide students:
Opportunities to earn additional credit toward college or technical school, or beginning certification in an occupation
Opportunities to learn more in areas that students might be considering as future professions or lifetime skills
Opportunities to receive credit and recognition for high level accomplishments outside of the school day for a supervised activity directly related to the major area of interest
Opportunities to increase the relevance of the high school experience through more in-depth study in an area students find engaging
Opportunities to increase the value of “elective” classes
Opportunities to increase the value of the high school diploma

FOREGIVENESS POLICY FOR HIGH SCHOOL COURSES

Forgiveness for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. Forgiveness of elective courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C”, “D”, or “F”. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to this forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (F.S. 1003.43[5] e.)

DIPLOMAS, CERTIFICATES AND ENDORSEMENTS

A student attending Gadsden County Public Schools may seek one of the following types of diplomas:

- Standard diploma;
- Standard diploma with a College Ready, Career Pathways or Florida Gold Seal Career and Technical Endorsement;
- Certificate of completion; or a
- Special diploma or special certificate of completion.

STANDARD DIPLOMA REQUIREMENTS FOR STUDENTS ENTERING FROM OUT-OF-STATE OR FOREIGN STUDENTS

Students entering Gadsden County Public Schools at the eleventh or twelfth grade from out-of-state or from a foreign country may waive or modify the credit requirements for a standard diploma. These entering students must meet the following criteria:

1. A cumulative GPA of 2.0 or above;
2. A passing score on the Grade 10 FCAT 2.0, or a state approved alternative assessment

- with an established concordant passing score; and
3. Met all the credit requirements of the transferring school system.

These entering students are eligible for intensive assistance based upon demonstrated student need in any of the following areas:

1. English language skills for ELL/ESOL students with less than two years in the program,
2. Mastery of benchmarks contained in the Sunshine State Standards, and/or
3. GED Exit Option.

Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT 2.0 or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT 2.0 or alternate assessment and receive a standard high school diploma upon passage of the Grade 10 FCAT 2.0 or the alternate assessment.

A student defined under this subsection receiving a certificate of completion is eligible to take the College Placement Test (CPT) and to be admitted into remedial or credit courses at a state community college. The certificate of completion must contain "CPT Eligible" and is reported with a W8 withdrawal code in order to identify the student as eligible for admission to community college.

A student defined under this sub-section may participate in an adult general education program, and is exempt from any tuition or fees. A student attending an adult general education program may retake the 10th grade FCAT an unlimited number of times, and upon meeting FCAT graduation requirements is eligible for a standard diploma. (F.S.1003.433)

Students who enter a Florida public school at the 11th or 12th grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 GPA and pass the Grade 10 FCAT 2.0, required in s. 1008.22(3), F.S., or an alternate assessment as described in s. 1008.22(10), F.S. Students who have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT 2.0 or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer. Upon receipt of a certificate of completion, be allowed to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate.
- *Special Note: The certificate of completion they may receive is a CPT-Eligible Certificate of Completion. It must be reported by districts in Survey 5 using Withdrawal Code W8A. In addition, to assist community colleges in identifying these students during the admissions process, the certificate itself must bear the designation of "CPT eligible."*

- Participation in an adult general education program as provided in s. 1004.93, F.S., for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the Grade 10 FCAT 2.0 an unlimited number of times in order to receive a standard high school diploma.

STANDARD DIPLOMA ENDORSEMENTS - COLLEGE-READY ENDORSEMENT

The student must meet the requirements for a standard diploma.

The credits must be earned in the following disciplines:

1. Algebra, 2 credits; Geometry, 1 credit (or equivalents);
2. Biology, 1 credit; Chemistry, 1 credit; Physics, 1 credit (or equivalents);
3. Foreign Language, 2 sequential credits (or equivalents); and
4. Honors or College English, 1 credit; (or equivalent).

The student must also meet the following requirements:

1. An acceptable score of at least 1000 on the Scholastic Aptitude Test (SAT), or 20 on the Enhanced American College Test (ACT), or a passing score on the College Placement Test; and
2. Earn a grade of C or better in each course used to qualify for the endorsement (D grades count toward graduation, but do not meet requirements for the endorsement).

The college-ready diploma entitles a student to admission in any public post-secondary program, which terminates with a technical certificate, an A.S., or A.A. degree, without having to take a placement test.

CERTIFICATE OF COMPLETION

Gadsden County Public Schools may award a Certificate of Completion to a student who completes standard graduation course credit requirements, but who is unable to earn a passing score on the FCAT, completes all requirements in student progression and remedial instruction, achieves a cumulative grade point average requirement as specified in paragraph (5) (c) or completes all other requirements prescribed by the district school board. Students may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies. A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed. Additionally, the awarding of a certificate of completion is limited to those students choosing the 4-year 24 credit or 26 credit general high school graduation program and is not applicable to the three-year accelerated graduation program. (F.S.1003.43 (10) (b))

The student must be counseled and made aware of the alternatives available.

Students who have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

1. participation in an accelerated high school equivalency diploma preparation program during the summer (if available);
2. upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate; and
3. participation in an adult general education program as provided in s.1004.93, F.S. for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation.

A student who attends an adult general education program shall have the opportunity to take the Grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma. (s.1003.433(2)(a)-(c), F.S.)

A certificate of completion may be awarded to a student who completes the minimum number of credits and other requirements in s. 1003.428(1), (2), and (3), F.S., but who is unable to earn passing scores on the FCAT 2.0 or scores on a standardized test that are concordant with passing scores on the FCAT 2.0, or complete all requirements in student progression and remedial instruction, or achieve a cumulative GPA of a 2.0 on a 4.0 scale, or its equivalent. Any student who is entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

Special note: A student who has received a certificate of completion and who subsequently meets the requirements for a standard high school diploma shall be awarded a standard diploma whenever the requirements are completed. Additionally, the awarding of a certificate of completion is limited to those students choosing the 24-credit general high school graduation program and is not applicable to the three-year graduation programs.

STANDARD DIPLOMA REQUIREMENTS FOR A GED EXIT OPTION (Carter Parramore Academy)

A high school student may not receive special assistance toward earning a General Educational Development (GED) test unless the student has met all other graduation requirements with the exception of the 2.0 GPA. In addition, a student enrolled in an approved GED Exit Option program may receive special assistance in passing the GED test and mastering the necessary skills to pass the FCAT.

A student must pass FCAT requirements and the GED in order to receive a Standard Diploma under the GED Exit Option. Requirements to participate in the GED Exit Option are updated yearly. This option is available only to students who are past the compulsory attendance age.
F.S. 1003.43(5)

SPECIAL DIPLOMA

The student must have been enrolled in the special education program and completed all requirements of federal and state guidelines governing placement in the special education program. A student with disabilities pursuing a special diploma must meet all the requirements set forth in the district's policies and procedures for students with disabilities. A student classified as Profoundly Mentally Handicapped (PMH) may qualify if the student meets all the district requirements for a PMH student. (F.S.1003.438)

SPECIAL CERTIFICATE OF COMPLETION

A student must have met the requirements for a special diploma except for demonstrated mastery of special state minimum requirements for his exceptionality. The student must be counseled and made aware of the alternatives available. An exceptional student pursuing a special certificate of completion must meet requirements. A student classified as Profoundly Mentally Handicapped (PMH) may qualify if the student meets all the district requirements for a PMH student. (F.S.1003.438)

STANDARD DIPLOMA ENDORSEMENTS

The student must meet the requirements for a standard diploma.

The credits must be earned in the following disciplines:

- Algebra, 2 credits; Geometry, 1 credit (or equivalents);
- Biology, 1 credit; Chemistry, 1 credit; Physics, 1 credit (or equivalents);
- Foreign Language, 2 sequential credits (or equivalents); and
- Honors or College English, 4 credit; (or equivalent).

FLORIDA GOLD SEAL CAREER AND TECHNICAL ENDORSEMENT

The student must meet all requirements for a standard diploma, and she/he must complete a career and technical job preparatory program consisting of a minimum of three credits. The student must meet these other conditions for Gold Seal Endorsement:

The student must demonstrate competency related to the specific job preparatory programs as evidenced by passing a countywide career and technical examination; basic skills of reading, writing and computation relating to the occupation as evidenced by passing the FCAT; and general skills and knowledge related to employability as evidenced by the interview required during the verification process.

The student must earn a minimum cumulative unweighted grade point average of 3.5 on a 4.0 scale for courses taken in the career and technical job preparatory program and an overall 3.0 grade point average.

Applications for the Florida Gold Seal Career and Technical Endorsement must be submitted by each school's guidance department to the Department of Education no later than April 1 of the student's senior year. **F.S. 1003.43(9)**

ALTERNATIVE TO A STANDARD DIPLOMA

Certificate of Completions

- A student must have met all other requirements for a standard diploma except he/she has not passed the FCAT or the minimum grade point average necessary for graduation.
- The student has been counseled and made aware of the alternatives available.
- A student may continue to master the Sunshine State Standards assessed on the 10th grade FCAT after the senior year as long as she/he meets one of the following conditions:
 - Full-time or part-time high school enrollment for one additional year,
 - Adult school enrollment, and/or Summer school enrollment.
- A student holding a certificate of completion that is able to pass the FCAT requirements for graduation may receive a standard diploma. (F.S.1003.43(9-10))

Florida Virtual Campus-Florida Virtual Campus is Florida's free academic advising Web site. The site includes services to help students prepare for success in school and beyond. FLVC.org makes it easy for public middle and high school students and their parents to be actively involved in their academic and career planning. By establishing a log-in ID, students can create an ePersonal Education Plan (ePEP) that maps out high school coursework according to individual goals. Students can also monitor their progress by running evaluations against transcript information and the requirements for high school diplomas, State University System admissions, Bright Futures Scholarships, and a new federal grant called the Academic Competitiveness Grant (ACG). FLVC.org services support Department of Education initiatives and legislative reforms. For more information, go to <http://www.flvc.org> or contact the FLVC.org Help Desk toll-free at (866) 324-2618 or via e-mail at flvc@admin.usf.edu.

Florida Counseling for Future Education Handbook is a comprehensive guide designed for Florida's middle and high school counselors to help advise students who will enroll in Florida's postsecondary institutions. The Handbook is updated annually with the most current version available on **FLVC.org**. Please select "Advising Manuals" from the home page main menu.

Office of Student Financial Assistance (OSFA) administers state-funded grants/scholarship programs and federal student loan financial aid programs to assist students with the costs of postsecondary education. For information, go to <http://www.floridastudentfinancialaid.org> or call toll-free (888) 827-2004.

Federal Student Aid is your source for free information from the U.S. Department of Education on preparing for and funding education beyond high school. Visit <http://www.studentaid.ed.gov>.

Talented 20 Program provides eligible students guaranteed admission to one of the 11 state universities. Please note that while eligible students are guaranteed admission to one of the state universities, they may not necessarily be admitted to the campus of their choice. These students are given *priority funding* from the Florida Student Assistance Grant Program, although this program provides no scholarships. For more information on how to qualify, visit

<http://www.fldoe.org/Talented20/> or call the Student Support Services Project office at (850) 922-3727.

FCAT Explorer offers five free online programs for Florida’s public school students that offer practice for the skills tested on the FCAT and include features to help students get the most from their study time. The system features three practice programs created especially for middle school students—Reading Island, Interactive Library, and Math Navigator—and two practice programs created for grade ten students—Reading Timeline and Math Timeline. Students may use the system on any computer connected to the Internet, whether at school, at the library, or at home. Visit <http://www.fcatexplorer.com> .

CHOICES Web site is a comprehensive career information system that uses a flexible approach combining graphics, multimedia, and search strategies to allow students to explore career and educational options. The site includes links to key Web sites related to career exploration to help students plan for a career. Visit <http://www.Florida.echoices.com> .

Career Voyages Web site provides information and guided support for students in determining the best career path for their interests and abilities. The site includes Florida-specific information about high-growth jobs with better wages, including new career fields, video tours for students, and an online interest inventory. Visit <http://www.careervoyages.gov> .

K-12 EXCEPTIONAL STUDENTS PROGRESSION PLAN



PROMOTION WITHIN GRADES K-12 FOR EXCEPTIONAL STUDENTS

The school district shall provide for an appropriate program of special instruction, facilities, and services for exceptional students as prescribed by the State Board of Education as acceptable, including certain provisions as specified in (1)(a)-(g) of this subsection.

Most students with a disability are required to meet regular standards with appropriate accommodations. Promotion of a student with a disability who has not met district criteria for promotion, requires a current IEP indicating that a disabling condition exists, and the disabling condition impacts his/her progress in the general curriculum to such an extent that special standards are being followed, and the student is therefore exempt from general promotion requirements. **Students with disabilities may not be retained if appropriate accommodations, specified on the IEP, have not been provided.**

A student who has been properly identified as intellectually disabled, hearing impaired, specific learning disabled, emotional behavioral disabled, physically impaired or language impaired may be exempt. The IEP must indicate that the disabling condition of the student impacts progress in the general curriculum to such an extent that special standards will be followed. A student, who has been classified as gifted, hospital /homebound, visually impaired or speech impaired may not be exempt, except when dually enrolled in another exceptional program as described above.

(1) ACCOMMODATIONS AND MODIFICATIONS OF INSTRUCTION AND GRADING (PK-12)

The following modifications, if specified on the IEP, may be used in EITHER the regular classroom AND/OR the ESE classroom and will result in ESE grading and/or special credit leading to a special diploma:

- a. Lower the content level to the student's performance level, or
- b. Use special performance standards or ESE curriculum standards for instruction.

The following accommodations authorized by the Department of Education and specified in the student's IEP will not result in ESE grading on the report card or affect the type of credit earned for a standard diploma:

- a. An increase or decrease in the instructional time.
- b. Variations in instructional strategies such as:
 1. Change of presentation technique
 2. Decrease of assignment quantity, without lowering comprehension or difficulty, and/or
 3. Oral presentation/evaluation methods as opposed to independent reading/written tests.
- c. Teacher instruction or student response through special communication system(s).

- d. Exceptional student certification required of the student's teacher.
- e. Modification of test administration procedures and other evaluation systems to accommodate the student's disability.
- f. Modification of the outcomes and student performance standards for vocational courses or programs based on specific requirements for the individual's vocational needs

(2) **MODIFICATIONS OF THE STATE STUDENT ASSESSMENT TEST INSTRUMENTS AND PROCEDURES FOR EXCEPTIONAL STUDENTS AND OTHER ELIGIBLE HANDICAPPED STUDENTS AS DEFINED BY SECTION 504 (PK-12)**

- a. A student enrolled in the program for the gifted is not eligible for any testing modifications, unless he/she is dually enrolled in another exceptional program.
- b. The modifications as outlined in (1) above are authorized for any student who has been determined to be an eligible exceptional student pursuant to rules 6A-6.0301 and 6A-6.0331, FAC, and has a current IEP, or who has been determined to be a handicapped person pursuant to rule 6A-19.001(6), FAC., and has a current accommodation plan.

GRADUATION REQUIREMENTS FOR EXCEPTIONAL STUDENTS

(1) **STANDARD DIPLOMA**

Students with disabilities should not be limited to a special diploma or special certificate of completion. A student, after an appropriate request, referral and placement, may pursue a standard diploma or certificate of completion. In order to provide students with disabilities the opportunity to meet graduation requirements for a standard graduation option and standard diploma, schools may use one of the following strategies:

- a. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district school board student progression plan, or
- b. Assignment of the exceptional student to a basic education class where the student receives appropriate accommodations.

The strategies employed will be based upon an assessment of the student's needs and shall reflect the decision in the student's current Individual Educational Plan (IEP).

A student with a disability for whom the IEP committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable

accommodations, shall have the FCAT requirement waived for the purpose of receiving a standard high school diploma. This waiver can be granted after the student meets the following criteria:

- a. Be identified as a student with a disability, as defined in section 1007.02(2), F.S.
- b. Have an individual educational plan (IEP)
- c. Have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation (s.1003.428(8)(a), F.S., s.1003.43(11)(1), F.S., and s.1008.25(3)(c)8., F.S.)
- d. Have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice, once in grade 10 and once in grade 11
- e. Be progressing toward meeting the state's credit/course and cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma as described in sections 1003.428(1) or 1003.43(1), F.S.

In accordance with section 1008.22(3)(c)6., F.S., Student assessment program for public schools, students who have received instructional accommodations in the classroom that are non-allowable on the FCAT may be considered for the waiver from the FCAT graduation requirement if the student meets all of the criteria noted above.

Note: Parents of each exceptional student eligible to earn a Special Diploma shall be notified of the options.

(2) SPECIAL DIPLOMA – Option I

The student must have been enrolled in the exceptional student education program and completed all requirements of federal and state guidelines governing placement in the exceptional student education program. A student with disabilities pursuing a special diploma must meet all the requirements set forth in the district's policies and procedures for students with disabilities. (F.S.1003.438)

A student will be required to meet the Sunshine State Access Standards for Special Diploma when they graduate. The requirements for a student identified as being intellectually disabled, hearing impaired, specific learning disabled, emotional behavioral disabled, physically impaired, or language impaired are:

1. Demonstration of proficiency at the independent, supported, or participatory level of each Sunshine State Standard for Special Diploma prescribed in Rule 6A-1.094019(1)(h) as determined through the IEP process; and
2. Completion of twenty four (24) course credits for a special diploma, for independent and supported levels, and sixteen (16) credits for the participatory level; and

3. Achieve a grade point average of 2.0 or above; and
4. Meet the Gadsden County course/credit requirements as follows:

a. **Independent Level**

Reading or Learning Strategies	1
Social Studies	2
Language Arts	3
Mathematics	3
Science/Health	3
Life Management	0.5
Vocational Education	4
Physical Education	1
Electives	6.5
Total Credits	24

b. **Supported Level**

Communications	4
Academics	4
Personal and Home Living Skills	4
Leisure/Recreation	4
Vocational	4
Electives	4
Total Credits	24

c. **Participatory Level**

Cognitive and Linguistic Skills	4
Life Sustaining and Environmental Interaction Skills	8
Leisure/Recreation Skills	8
Development-Functional Motor Skills	4
Total Credits	24

NOTE:Gadsden County Schools has a multi-district agreement with Leon County Schools to provide educational services to Hearing Impaired students (as determined by the IEP committee.).

**EXCEPTIONAL STUDENTS
GRADES K-5
COURSES**

Standard Diploma Course of Study (Inclusion) K-5	Standard Diploma Course of Study (Self-Contained) K-5	Special Diploma/Alternate Assessment Independent Level K-5	Special Diploma/Alternate Assessment Supported Level K-5	Special Diploma/Alternate Assessment Participatory Level K-5
Language Arts Math Reading Science Social Studies Handwriting (K-1 st) Writing (2 nd – 5 th) Electives Art Music PE Computers	Language Arts Math Reading Science Social Studies Handwriting (K-1 st) Writing (2 nd – 5 th) Social Personal K-5 (7721020) Electives Art Music PE Computers	New Language Arts Access Courses: Access Language Arts K (7710011) Access Lang. Arts Grade 1(7710012) Access Lang. Arts Grade 2(7710013) Access Lang. Arts Grade 3(7710014) Access Lang. Arts Grade 4(7710015) Access Lang. Arts Grade 5(7710016) Math Access Math Grade K (7712015) Access Math Grade 1 (7712020) Access Math Grade 2 (7712030) Access Math Grade 3 (7712040) Access Math Grade 4 (7712050) Access Math Grade 5 (7712060) Science Access Sci. Grade K (7720015) Access Sci. Grade 1 (7720020) Access Sci. Grade 2 (7720030) Access Sci. Grade 3 (7720040) Access Sci. Grade 4 (7720050) Access Sci. Grade 5 (7720060) New Access Social Studies: Access Social Studies K (7721011) Access Soc. Studies Grade 1 (7721012) Access Soc. Studies Grade 2 (7721013) Access Soc. Studies Grade 3 (7721014) Access Soc. Studies Grade 4 (7721015) Access Soc. Studies Grade 5 (7721016) Social Personal K-5 (7721020)	Access Language Arts K (7710011) Access Lang. Arts Grade 1(7710012) Access Lang. Arts Grade 2(7710013) Access Lang. Arts Grade 3(7710014) Access Lang. Arts Grade 4(7710015) Access Lang. Arts Grade 5(7710016) Math Access Math Grade K (7712015) Access Math Grade 1 (7712020) Access Math Grade 2 (7712030) Access Math Grade 3 (7712040) Access Math Grade 4 (7712050) Access Math Grade 5 (7712060) Science Access Sci. Grade K (7720015) Access Sci. Grade 1 (7720020) Access Sci. Grade 2 (7720030) Access Sci. Grade 3 (7720040) Access Sci. Grade 4 (7720050) Access Sci. Grade 5 (7720060) Access Social Studies K (7721011) Access Soc. Studies Grade 1 (7721012) Access Soc. Studies Grade 2 (7721013) Access Soc. Studies Grade 3 (7721014) Access Soc. Studies Grade 4 (7721015) Access Soc. Studies Grade 5 (7721016) Social Personal K-5 (7721020) Communications K-5	Access Language Arts K (7710011) Access Lang. Arts Grade 1(7710012) Access Lang. Arts Grade 2(7710013) Access Lang. Arts Grade 3(7710014) Access Lang. Arts Grade 4(7710015) Access Lang. Arts Grade 5(7710016) Math Access Math Grade K (7712015) Access Math Grade 1 (7712020) Access Math Grade 2 (7712030) Access Math Grade 3 (7712040) Access Math Grade 4 (7712050) Access Math Grade 5 (7712060) Science Access Sci. Grade K (7720015) Access Sci. Grade 1 (7720020) Access Sci. Grade 2 (7720030) Access Sci. Grade 3 (7720040) Access Sci. Grade 4 (7720050) Access Sci. Grade 5 (7720060) Access Social Studies K (7721011) Access Soc. Studies Grade 1 (7721012) Access Soc. Studies Grade 2 (7721013) Access Soc. Studies Grade 3 (7721014) Access Soc. Studies Grade 4 (7721015) Access Soc. Studies Grade 5 (7721016) Social Personal K-5 (7721020) Communications K-5

		Electives Art Music PE Computers	(7710030) Electives Art Music PE Computer	(7710030) Electives Art Music PE Computers
EXCEPTIONAL STUDENTS MIDDLE SCHOOL 6-8 COURSES/REQUIREMENTS				
Standard Diploma Course of Study 6th – 8th	Special Diploma/Alternate Assessment Independent Level 6-8	Special Diploma/Alternate Assessment Supported Level 6-8	Special Diploma/Alternate Assessment Participatory Level 6-8	
<p>3 - Language Arts 3 - Math 3 – Social Studies 3 - Science 1- Career Planning (by 8th Grade) or 1 – Learning Strategies:6-8 & Career Planning (7863095)</p> <p>M/J Electives PE Learning Strategies (7863090) If Needed Other M/J Electives</p>	<p>New Access Language Arts Courses: Access M/J LA 1 (7810011) Access M/J LA 2 (7810012) Access M/J LA3 (7810013) Access M/J Intensive Reading 1 Access M/J Intensive Reading 2 Access M/J Intensive Reading 3 Access M/J Language Arts 1 Access M/J Language Arts 2 Access M/J Language Arts 3</p> <p>Math Access M/J Math 1 (7812015) Access M/J Math 2 (7812020) Access M/J Math 3 (7812030)</p> <p>Science Access M/J CompSci. 1 (7820015) Access M/J CompSci. 2 (7820016) Access M/J CompSci. 3 (7820017)</p> <p>Social Personal: 6-8 Access M/J Civics (7821020) Access M/J World History (7821022) Access M/J Civic & CP (7821023) Access M/J USHI & CP (7821026)</p> <p>1 – Career Planning Career Ed: 6-8 (7831030)</p> <p>1 – Communications: 6-8 (7810030)</p> <p>M/J Electives PE Health: 6-8 (7820020) Additional Voc. Courses Career Ed: 6-8 (7821030) Exp. Voc: 6-8 (7880010)</p>	<p>New Access Language Arts Courses: Access M/J LA 1 (7810011) Access M/J LA 2 (7810012) Access M/J LA3 (7810013) Access M/J Intensive Reading 1 Access M/J Intensive Reading 2 Access M/J Intensive Reading 3 Access M/J Language Arts 1 Access M/J Language Arts 2 Access M/J Language Arts 3</p> <p>Math Access M/J Math 1 (7812015) Access M/J Math 2 (7812020) Access M/J Math 3 (7812030)</p> <p>Science Access M/J CompSci. 1 (7820015) Access M/J CompSci. 2 (7820016) Access M/J CompSci. 3 (7820017)</p> <p>Social Personal: 6-8 Access M/J Civics (7821020) Access M/J World History (7821022) Access M/J Civic & CP (7821023) Access M/J USHI & CP (7821026)</p> <p>1 – Career Planning Career Ed: 6-8 (7821030)</p> <p>1 – Communications: 6-8 (7810030)</p> <p>M/J Electives PE Vocational Courses</p>	<p>New Access Language Arts Courses: Access M/J LA 1 (7810011) Access M/J LA 2 (7810012) Access M/J LA3 (7810013) Access M/J Intensive Reading 1 Access M/J Intensive Reading 2 Access M/J Intensive Reading 3 Access M/J Language Arts 1 Access M/J Language Arts 2 Access M/J Language Arts 3</p> <p>Math Access M/J Math 1 (7812015) Access M/J Math 2 (7812020) Access M/J Math 3 (7812030)</p> <p>Science Access M/J CompSci. 1 (7820015) Access M/J CompSci. 2 (7820016) Access M/J CompSci. 3 (7820017)</p> <p>Social Personal: 6-8 Access M/J Civics (7821020) Access M/J World History (7821022) Access M/J Civic & CP (7821023) Access M/J USHI & CP (7821026)</p> <p>1 – Career Planning Career Ed: 6-8 (7821030)</p> <p>1 – Communications: 6-8 (7810030)</p> <p>M/J Electives PE Vocational Courses</p>	

**EXCEPTIONAL STUDENTS
HIGH SCHOOL COURSES/REQUIREMENTS**

Standard Diploma Course of Study 9th – 12th	Special Diploma/Alternate Assessment Independent Level 9th – 12th	Special Diploma/Alternate Assessment Supported Level 9th – 12th	Special Diploma/Alternate Assessment Participatory Level 9th – 12th
<p>Courses should reflect Pupil Progression/Course Requirements for a Standard Diploma.</p> <p>Exceptional Education Electives can be taken to meet the Elective Requirement for Standard Diploma:</p> <p>Learning Strategies (7963080)</p> <p>Self-Determination (7963140)</p>	<p>3 – English English: 9-12 (7910110)</p> <p>1 – Reading Reading: 9-12 (7910100) Life Skills Reading (7919400)</p> <p>New Language Arts Access Courses: Access English 1/2 (7910110) Access English 3/4 (7910112)</p> <p>2 – Social Studies Social Studies: 9-12 (7921010)</p> <p>New Social Studies Access Course: Access US Government (7921015) Access Economics (791020) Access US History (7921025) Access HOPE (7915015)</p> <p>3 – Math Access Liberal Arts (7912070) Access Algebra 1A (7912080) Access Algebra 1B (7912090) Access Geometry (7912060)</p> <p>3 – Science Access Int. Sci. (7920025) Access Earth Space (7920020) Access Biology (7920015) Access Chemistry (7920011)</p> <p>.5 – Life Management Life Management Skills Life Mgmt and Tran. (7960010)</p> <p>1 – Physical Education</p> <p>1 – Health and Safety Health/Safety: 9-12 (7920050)</p> <p>4 – Vocational Education Career Ed: 9-12 (7921330) Career Placement (7980130) Career Prep (7980110) Exploratory Edu. (7980010) Practical Arts (7980020) Any Reg. Ed. Voc. Course</p> <p>5.5 – Electives Any General Ed. Electives Learning Strategies (7963080) Self Determination (7963140) Prep for Post-School (7963010) Adult Living Social Personal: 6-8 (7963070)</p>	<p>6 – Academic Skills (7961010) 3 – English 1 – Reading 2 – Social Studies</p> <p>New Language Arts Access Courses: Access English 1/2 (7910110) Access English 3/4 (7910112)</p> <p>New Social Studies Access Course: Access US Government (7921015) Access Economics (791020) Access US History (7921025) Access HOPE (7915015)</p> <p>3 – Math Access Liberal Arts (7912070) Access Algebra 1A (7912080) Access Algebra 1B (7912090) Access Geometry (7912060)</p> <p>3 – Science Access Int. Sci. (7920025) Access Earth Space (7920020) Access Biology (7920015) Access Chemistry (7920011)</p> <p>2 – Communications Comm. Sk. Fun. Liv. (7961020)</p> <p>2 – Personal and Home Sk. Pers. Hm Sk. Fun. Liv. (7961030)</p> <p>2 – Leisure Rec. Leis Rec Sk. Fun. Liv. (7961040)</p> <p>4 – Vocational Education Comm Soc SK Fun Liv (7961050) Career Ed: 9-12 (7921330) Career Placement (7980130) Career Prep (7980110) Exploratory Edu. (7980010) Practical Arts (7980020) Any Reg. Ed. Voc. Course</p> <p>2 – Electives Any General Ed. Electives Any Mult. Cred. ESE Elective</p>	<p>6 – Cog. and Linguistic Skills (7961010) 3 – English 1 – Reading 2 – Social Studies</p> <p>New Language Arts Access Courses: Access English 1/2 (7910110) Access English 3/4 (7910112)</p> <p>New Social Studies Access Course: Access US Government (7921015) Access Economics (791020) Access US History (7921025) Access HOPE (7915015)</p> <p>3 – Math Access Liberal Arts (7912070) Access Algebra 1A (7912080) Access Algebra 1B (7912090) Access Geometry (7912060)</p> <p>3 – Science Access Int. Sci. (7920025) Access Earth Space (7920020) Access Biology (7920015) Access Chemistry (7920011)</p> <p>2 – Communications Comm. Sk. Fun. Liv. (7961020)</p> <p>3 – Functional Motor Skills Dev. Fun. Motor Sk. (7962040)</p> <p>3 – Life Sustaining- Env. Interaction Life Sustn Envir Sk. (7962020)</p> <p>4 – Leisure and Recreation Leis Rec Sk for (7962030) Improve. of Quality of Life</p>

(3) SPECIAL DIPLOMA Option 2 Employment and Community Competencies

- a. The student has achieved all the annual goals and short-term objectives which were specified on the IEP/Transition Plan related to the employment and community competencies as designated in the graduation plan.
- b. Special Diploma – Option 2 Eligibility Criteria
 - 1. The student must be in the Exceptional Education Program
 - 2. The student must be at least 16 years old.
 - 3. The student must be recommended by the IEP Committee.
- c. Special Diploma – Option 2 Graduation Requirements
 - 1. The student must be between the ages of 18 – 22 years old at the time of graduation.
 - 2. The student must be enrolled in a high school program for a minimum of one semester to work on the Graduation Plan Competencies.
 - 3. The student must have documented full time (a minimum of 30 hours per week) paid employment for a minimum of one semester (90 days) as stated in the Graduation Plan. Parent/student/guardian must provide transportation to and from job sites. District staff is not responsible for providing transportation to job sites.
 - 4. The student must have mastered the designated competencies of the Graduation Plan.
- d. Option 2 is not based on course credits, grade point average or mastery of the state-developed Student Performance Standards of the Sunshine State Standards.
- e. A student does not have to participate in Florida’s Alternate Assessment Report.

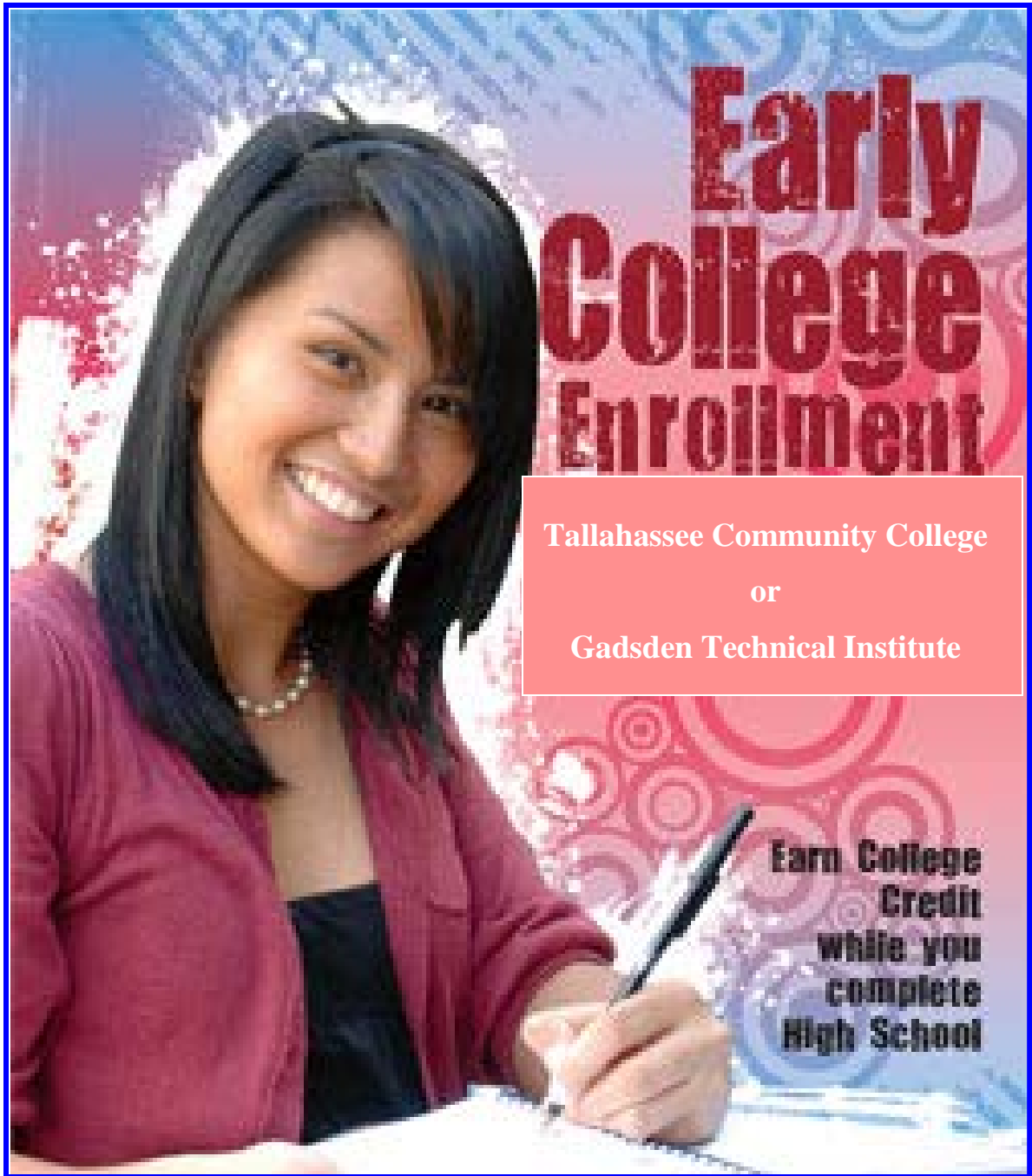
(4) OPTIONS TO THE SPECIAL DIPLOMA

An exceptional education student Intellectually Disabled, Hearing Impaired, Specific Learning Disabled, Emotional Behavioral Disabled, Physically Impaired or Language Impaired who has completed required credits but fail to master the appropriate state performance standards and/or achieve the district minimum GPA may be awarded a Special Certificate of Completion.

(5) No restrictions may be applied to prohibit an exceptional student from selecting and moving between the Regular and Special Diploma Options.

- a. The Individual Education Plan (IEP) committee shall document whether a student is pursuing a course of study leading toward a Regular or Special Diploma on the IEP developed during the student’s eighth grade year, or the IEP developed during the year prior to the student’s fourteenth birthday, whichever occurs first. This decision shall be reviewed annually.
- b. Nothing contained in this rule shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma. The awarding of a special diploma or Special Certificate of Completion does not prevent a student with disabilities from pursuing a standard diploma or from receiving a free appropriate public education until the student reaches the age of 22.

Dual Enrollment Options



**Early
College
Enrollment**

Tallahassee Community College
or
Gadsden Technical Institute

**Earn College
Credit
while you
complete
High School**

ACADEMIC DUAL ENROLLMENT

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school GPA, and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework. Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include the maintenance of a 3.0 unweighted high school GPA and the minimum postsecondary grade point average established by the postsecondary institution. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered. Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school GPA. Exceptions to the required GPAs may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to s. 1007.271(21) F.S.

Special note: Community college boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. District school boards may not refuse to enter into an agreement with a local community college if that community college has the capacity to offer dual enrollment courses.

The following curriculum standards apply to college credit dual enrollment:

- (6)(a) Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year.
- (6)(b) Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.
- (6)(c) Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All faculty members teaching dual enrollment courses

must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution's grading guidelines before the faculty member begins teaching the course.

- (6)(d) Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course.

Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in courses that are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees.

The Academic Dual Enrollment Program allows an eligible high school student to take college-level courses and receive both college credit and credit toward a high school diploma. A student taking college-level courses in the Academic Dual Enrollment Program will not be charged for registration, matriculation, or tuition. Textbooks will be provided to dually enrolled students by the School Board and shall remain the property of the Board as specified in Section 1007.27(14) F.S.

The student must submit placement test scores (P.E.R.T., SAT, ACT, or FCAT 2.0 Reading) that place the student into college level courses. See concordant score qualifications for Tallahassee Community College below.

P.E.R.T.		Appropriate Community College Course
Reading	104	ENC 1101
Writing	99	
Mathematics	113-122	MAT 1033
Mathematics	123	MAC 1105, STA 2323, MGF 1106, MGF 1107
SAT-I, The College Board		
Verbal	440	ENC 1101
Mathematics	440-549	MAT 1033
Mathematics	450	MAC 1105, STA 2323, MGF 1106, MGF 1107
Enhanced ACT, American College Testing Program		
Reading	18	ENC 1101
English	17	
Mathematics	19-20	MAT 1033
Mathematics	21	MAC 1105, STA 2323, MGF 1106, MGF 1107
Grade 10 FCAT 2.0 Reading		
Reading	262	ENC 1101

The student must submit a completed application for admission.

The student must submit a recommendation from his/her principal which has been approved by the School Board of Gadsden County stating that he/she has the maturity, motivation, dependability and academic ability to enable him/her to achieve satisfactorily at the college level.

CAREER AND TECHNICAL DUAL ENROLLMENT

- (1) Career and Technical Programs in the Gadsden County School District provide a sequenced academic and technical program linked to TCC or Lively Technical Center. The School Board cooperates with post-secondary programs in the implementation of a Career Pathway Program that outlines a jointly approved pathway for a student to articulate from high school program to the college level in a variety of career related programs.
- (2) A participating student must be currently enrolled in a Gadsden County Public School, and must have earned at least a 2.0 un-weighted grade point average.
- (3) The student must submit a completed application for admission.
- (4) The student must submit a recommendation form from his/her principal stating that he/she has the maturity, motivation, dependability and academic ability to enable him/her to achieve satisfactorily at the college level.



**THE GENERAL EDUCATION DEVELOPMENT (GED) TEST
and
THE GED EXIT OPTION (Carter Parramore Academy)
Revised 2011/2012**

6A-6.0212 Performance-Based Exit Option Model and State of Florida High School Performance-Based Diploma.

The Department of Education shall award a State of Florida High School Performance-Based Diploma pursuant to Section 1003.435, F.S., to a candidate who meets all of the requirements of the Performance-Based Exit Option Model, as prescribed herein.

(1) General and Administrative Components.

(a) The Department shall designate the authority of awarding the State of Florida High School Performance-Based Diploma to each approved school district participating in the Performance-Based Exit Option Model.

(b) This program is also known as the “GED Exit Option.”

(c) School districts must apply and be approved by the Department in order to implement the Performance-Based Exit Option Model at all school sites. Beginning with the 2010/2011 school year, and bi-annually thereafter, each approved school district must submit a renewal application to continue to implement the Performance-Based Exit Option Model. School districts who are seeking initial approval to implement the Performance-Based Exit Option Model may apply during any given school year. The Performance-Based Exit Option Model Application, Form BFCO 001, effective July 2010, is incorporated by reference and made a part of this rule and may be obtained by contacting the Director of Dropout Prevention, Bureau of Family and Community Outreach, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400, or online at <http://www.fldoe.org/family/dropout/default.asp>.

(d) School districts may amend approved applications anytime during the school year by completing and submitting an amendment to the Department.

(e) The district shall identify a Performance-Based Exit Option Model administrator who is responsible for ensuring that each approved school site is provided with the appropriate number of GED Testing Authorization Forms. The district Performance-Based Exit Option Model administrator must contact the Department of Education for additional Testing Authorization forms throughout the school year.

(2) Eligibility and Admission Components.

(a) The Performance-Based Exit Option Model is not to be a preferred or accelerated means of completing high school. Thus, this model is not a vehicle for the early exit of students and

may only be exercised for students who are off track to graduate with their kindergarten cohort due to being overage for grade, behind in credits or having a low Grade Point Average (GPA). Students participating in the Performance-Based Exit Option Model may not graduate prior to their kindergarten cohort. Participation in this model is voluntary and requires parental notification and consent. Entry and exit policies must conform to state compulsory attendance requirements, as well as district daily attendance policies.

(b) Any eligible student currently enrolled in a PK-12 program, including special programs such as exceptional student education, dropout prevention, teenage parent, Department of Juvenile Justice, and English for Speakers of Other Languages (ESOL) may participate in the Performance-Based Exit Option Model. To be eligible to participate in the Performance-Based Exit Option Model, a student must, at a minimum, be:

1. At least sixteen (16) years old and currently enrolled in a PK-12 program;
2. Enrolled in and attending high school courses that meet high school graduation requirements as specified in Section 1003.428 or 1003.43, F.S., whichever is applicable;
3. In jeopardy of not graduating with their kindergarten cohort because they are overage for grade, behind in credits, or have a low GPA;
4. Assessed at a seventh grade reading level or higher at the time of selection (ninth grade or higher at the time of GED testing), as documented by the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade level proficiency.

(c) The student eligibility criteria articulated in this rule in paragraph (2) (b) are the minimum requirements to which each school district implementing the Performance-Based Exit Option Model must adhere.

(d) After the student's initial eligibility has been determined, a comprehensive review of student records by designated school personnel or a child study team, including, but not limited to grades, credits, attendance, behavior and education plans, must be completed to decide if the Performance-Based Exit Option Model is the most appropriate educational strategy.

(e) If the student is a minor, parents or guardian(s) must be informed and give written consent to a student's participation in the Performance-Based Exit Option Model. The student's record must include written notification of the student's eligibility, parents' or guardians' right to an administrative review of the proposed placement, and parental or guardian consent, in writing, for student's participation prior to utilizing this model. The student's parent or guardian must be informed of the results of the record review and provided clarification that the student's transcript will indicate an alternative graduation route.

(f) Counseling is required before program entry and during participation in the program. Counseling and advisement services must be provided to both students and parents or guardians regarding the Performance-Based Exit Option Model and other graduation options prior to participation so that they can make an informed decision regarding placement.

(3) Curriculum and Instruction.

(a) The curricula and instructional content for the Performance-Based Exit Option Model must be at the high school level and must be rigorous and relevant to the student's postsecondary goals. Each student must be enrolled in and attending K-12 high school courses that meet the high school graduation requirements specified in Section 1003.428 or 1003.43, F.S., whichever is applicable.

(b) The content of the Performance-Based Exit Option Model must be academic and may include career education instruction or activities. The school district must provide a full range of instruction that aligns with the State Standards and the core content measured by GED Tests (high school mathematics, writing, social studies, reading, and science). Career Education

instruction and activities should be directed at the knowledge, skills, and abilities required for securing and maintaining employment.

(c) Instruction for the Performance-Based Exit Option Model must be of sufficient intensity and duration to ensure that participating students have a fair opportunity to raise their skills to the level necessary to earn a State of Florida High School Performance-Based Diploma in a reasonable period of time. Appropriate curriculum materials must be provided in adequate quantities and must be available when students need them. Instructional strategies that focus on individual student progress are strongly encouraged.

(d) Students are required to adhere to district attendance and code of conduct policies.

(e) Districts must administer the official GED Practice Tests administered under student testing conditions, prior to testing students for the GED. Districts must provide academic interventions to students who do not earn acceptable scores on the official GED Practice Tests.

(4) Program Completion Requirements.

(a) For students to successfully complete the Performance-Based Exit Option Model, the student must:

1. Continue enrollment and attendance in high school courses that meet high school graduation requirements as specified in Section 1003.428 or 1003.43, F.S., whichever is applicable.

2. Pass the required sections of the FCAT, or receive a concordant score in accordance with Section 1008.22, F.S.;

3. Pass the GED Tests; and

4. Complete any additional requirements established by the school district.

(b) Students earning the State of Florida High School Performance-Based Diploma are not required to obtain the minimum credits and GPA that are required for a standard high school diploma.

(c) Students must successfully participate in the Performance-Based Exit Option Model for at least one full semester.

(d) Students who are participating in the Performance-Based Exit Option Model during their 13th year of school and their kindergarten cohort has already graduated are not required to continue classes until the end of the currently enrolled semester if they have:

1. Successfully passed the required sections of the FCAT or received a concordant score in accordance with Section 1008.22, F.S.;

2. Passed the GED Tests; and

3. Completed any additional requirements established by the school district.

(5) Official Recognition.

(a) Performance-Based Exit Option Model students must receive official recognition. Students enrolled in the Performance-Based Exit Option Model are eligible to participate in all standard high school activities, including extracurricular activities, as well as graduation and other recognition ceremonies.

(b) A student completing the Performance-Based Exit Option Model who passes the GED Tests and the required sections of the FCAT, or receives a concordant score in accordance with Section 1008.22, F.S., must be awarded a State of Florida High School Performance-Based Diploma.

(c) A student completing the Performance-Based Exit Option Model who does not meet the graduation requirements established in Section 1003.428 or 1003.43, F.S., as applicable, does not qualify to receive a standard high school diploma.

(d) If a student passes the GED Tests but does not pass the FCAT, the student must only be awarded the State of Florida High School Diploma (GED).

(e) Rule 6A-1.0995, F.A.C., provides the allowable format for State of Florida High School Performance-Based Diploma.

Rulemaking Authority 1001.02, 1003.435, 1003.53 FS. Law Implemented 1003.435, 1003.53 FS. History—New 7-19-10.

Gadsden Technical Institute - Career and Technical Education

Career education programs offered by Gadsden Technical Institute (GTI) are consistent with the mission of the Institute and the needs of the community. Each program has clearly stated objectives, defined content relative to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. GTI offers a wide variety of career education certificate (job preparatory) and continuing education programs. These programs are developed in cooperation with local employers in order to develop the area workforce. Training in job preparatory skills, upgrading of existing skills, and student participation in internship/externship (work-based) programs are components of Institute operations. Gadsden Technical Institute operates all programs in accordance with Florida Statutes, the Florida State Board of Education rules, and Council on Occupational Education accreditation requirements and Gadsden County School Board policies. Florida Department of Education curriculum frameworks and other applicable guidelines are used to develop programs.

(a) **Admission – Adult Students** - To enroll in GTI as an adult an individual shall be sixteen of age or older, and not concurrently enrolled in a secondary program. Promotion or advancement shall be made on an individual basis and shall be achieved by demonstrating competency in a subject. This is done by demonstration, successfully passing written exams, development of portfolios or a combination of assessment methods. Some programs that train students for regulated or licensed careers are more rigid and require attendance and completion of course work in a specified sequence and/or timeline. Student must also attend a new or returning student orientation.

Take the Test of Adult Basic Education (TABE) or provide proof of acceptable forms of assessment. These include scores from the TABE, Forms 9 and 10, Complete Battery of Survey Form. Students who present official documentation from the TABE Survey Form, which indicates that the student has not achieved the required exit level basic skills for their program of choice, will be required to retest on the longer form for diagnostic purposes. Students who possess an Associate Degree or higher, those who have successfully completed or are exempt from the College Level Academic Skills Test (CLAST), and those who are exempt from college entrance examination may be exempt from taking the TABE. Test scores are valid for two years. Where not specified in law or rule, Gadsden Technical Institute follows recommendations established by the Florida Department of Education, Division of Workforce Development, for technical assistance on assessment. The admission requirements are as follows:

- Present an official transcript from last high school attended – local, out-of –district, out-of-state
- Present a valid FL driver’s license or FL ID
- Complete registration form

- Attend New/Returning Student Orientation
- Take placement test (TABE) - \$15.00
- Be assessed to attend Career, Technical Education and/or Adult General Education classes - **MANDATORY**

Adult students shall comply with dress and grooming codes of each technical program in which they are enrolled. Students who refuse to do so will be given the option of returning to their home school. Shop and lab fees may be required.

(b) **Admission – Secondary (Dual Enrolled)** - Secondary students sixteen years old and older may elect to be dually enrolled at their high school and Gadsden Technical Institute. Dual-enrolled students will attend class part-time at their home school and enroll part-time in a career education program on the Gadsden Technical Institute campus. A high school student must be enrolled and attending class within the first two weeks of the each semester.

Students must meet the following criteria:

- Have a minimum 2.0 GPA
- Have satisfactory attendance
- Have at least 5 credits (ninth grader)

Secondary students shall comply with dress and grooming codes of each technical program in which they are enrolled. Students who refuse to do so will be given the option of returning to their home school. Shop and lab fees may be required.

(c.) **Documentation of Achievement** - GTI awards the following indicators of achievement:

1. **Career Education Certificate** – This certificate is awarded for mastering specific competencies leading to completion of a postsecondary career education program and achieving basic skills levels indicated in Florida Department of Education Curriculum frameworks.

2. **High School Credit** - Awarded to a secondary student who is enrolled in a career education program to earn credits. Students may come from a Gadsden County secondary school or a secondary school from a neighboring district under a dual enrollment agreement. Credit shall be awarded consistent with Gadsden County School Board policy.

For occupational proficiency programs, credits will be awarded and will be accepted by the high school on the basis of demonstrated competency. Credits earned, shall be exempt from the 135-hour rule consistent with the provisions of Florida Statute 1003.436. Students may earn more or less than one credit for each 135 hours of instruction. Competency lists based on Department of Education student performance standards will be used to assure competencies are met and to recommend the amount of credit to be awarded. Credits earned may exceed the required number of elective credits needed for graduation.

Students shall successfully complete all of the benchmarks (competencies) with a minimum of 75% mastery (average). Demonstration of mastery for Exceptional Education Students on a special diploma track shall be determined by the goals and objectives identified in the Individual Education Plans. Curriculum may be modified to meet the needs of this population.

3. **Recognition of Competency**- Awarded for mastering specific competencies leading to partial completion of an entire career education program. These competencies are occupational completion points which correspond to occupations within a field of study.

4. **Trade Certificates** - Students who have completed an average of 500 hours of successful shop training per year, for a total of 1500 hours over a three and one-half year period, and who have maintained a cumulative average of “C” or higher in shop, receive a Trade Certificate upon graduation.

In the case of a late transfer from another school or another shop, if a student completes the necessary coursework while maintaining a “C” or higher average, and demonstrates the required competencies, he/she may be eligible to receive a trade certificate even if he/she had not completed 1500 hours.

Students who have lost shop hours due to absences from school may make up the shop time only in school and under direct supervision of the shop teacher, and with the prior approval of the Director of Technical, Career, and Adult Education.

(d)Grading:

Secondary Students: Grading reflects a composite of many factors: attendance, class participation, homework, the demonstration of skill competencies and content mastery, assessed through exams, tests, quizzes, and projects (oral and written). Letter grades, based on the high school grading system, will be awarded to all secondary students at each grading period as scheduled by the Gadsden County School Board.

The grading system is as follows:

90- 100 =A – Outstanding

80 - 89= B - Above Average

70 - 79= C - Average

60 - 69= D - Below Average

45 - 59 = F - Failure

Gadsden Technical Institute – Adult General Education admission policies require that all applicants:

Take the Test of Adult Basic Education (TABE) or provide proof of acceptable forms of assessment. These include scores from the TABE, Forms 9 and 10, Complete Battery of Survey Form. Students who present official documentation from the TABE Survey Form, which indicates that the student has not achieved the required exit level basic skills for their program of choice, will be required to retest on the longer form for diagnostic purposes. Students who

possess an Associate Degree or higher, those who have successfully completed or are exempt from the College Level Academic Skills Test (CLAST), and those who are exempt from college entrance examination may be exempt from taking the TABE.

- Present a valid FL driver's license or FL ID
- Present an official transcript from last high school attended – local, out-of –district, out-of-state
- Complete registration form
- Take placement test (TABE) - \$15.00
- Attend New/Returning Student Orientation
- Be assessed to attend Adult General Education classes – **MANDATORY**

APPLICANTS 16 OR 17 MUST:

- Present a valid FL driver's license or FL ID
- Present an official transcript from last high school attended – local, out-of –district, out-of-state
- Complete registration form
- Take placement test (TABE) - \$15.00
- Be assessed to attend Adult General Education classes – **MANDATORY**
- Pay \$45.00 (per semester) for admission fee
- Attend New/Returning Student Orientation – legal parent(s) **MUST** be present

Secondary Students (Dual Enrolled)

Secondary students may elect to be dually enrolled at their high school and Gadsden Technical Institute. Dual-enrolled students will attend class part-time at their home school and enroll part-time in a workforce education program on Gadsden Technical Institute's campus or in Gadsden Technical Institute programs located on their campus.

Students must meet the following criteria:

- Have a minimum 2.0 GPA
- Have completed ninth grade
- Have at least 5 credits

To apply, high school students must contact their high school guidance counselor.

ADULT GENERAL EDUCATION PROGRAMS

The purpose of the Gadsden Technical Institute Adult Education and General Educational Development (GED) Program is to enable adults to acquire basic skills necessary to attain (1) basic and functional literacy, (2) a high school education, or (3) an education that will enable them to become more employable, productive, and responsible citizens. Workforce literacy programs are intended to support economic development by increasing adult literacy and producing an educated workforce. These programs support the economic development of the state by ensuring that adults who lack basic reading and writing skills are prepared to work in today's workplace.

The Gadsden Technical Institute Adult Education and GED Program provides educational opportunities for adults, regardless of whether they possess a high school diploma or equivalency diploma, if their performance on standard assessments indicates that they lack the basic skills necessary to function effectively in everyday situations, to enter the job market, or to enter certificate career education instruction.

A variety of individuals participate in the adult education programs including high school students, disadvantaged and disabled adults, incarcerated adults and juvenile offenders, and non-English speakers

Gadsden Technical Institute's Adult education programs are provided by the school districts throughout the district – Havana, St. John, Chattahoochee, and Greensboro. The programs below serve adult education students.

- **Adult Basic Education** improves students' employability through instruction in mathematics, reading, language, and workforce readiness skills at a grade level equivalency below the ninth grade level.
- **General Educational Development (GED) Program/Pre-GED Program** provides courses of instruction preparing students to successfully complete the five General Educational Development subject area tests (mathematics parts I-II, language arts writing, science, language arts reading, and social studies) leading to qualification for a Florida high school diploma. GED coursework is at the high school grade level, while pre-GED is applicable for students functioning at the 6.0-8.9 grade levels.
- **Applied Academics for Adult Education** provides students with instruction to attain academic and workforce readiness skills ranging from functional literacy through the eighth grade level or higher, so that students may pursue career and technical education leading to a certificate or higher-level career and technical education.
- **Adult English for Speakers of Other Languages (ESOL)/Adult English as a Second Language (ESL) and related programs** provide non-credit English language courses designed to improve students' employability by developing communication skills and cultural competencies that enhance the ability to read, write, speak, and listen in English. Specific English language programs also include English Literacy for Career and Technical Education (ELCATE) for the workplace.
- **Workplace Readiness Skills Training for Limited English Proficient Students** provides basic skills necessary to function in entry-level occupations or to receive training for technological advances in the workplace.

- **Adults with Disabilities** provides specialized services to disabled Adult General Education students. Areas of instruction include literacy, work-related behaviors, and daily living skills, with the goal of the student participating in home and community activities or obtaining employment. This program is solely funded through state legislative appropriations.
- **Citizenship programs** prepare adults for success in becoming naturalized citizens of the U.S. by passing the citizenship test. Content includes U.S. history, government, culture with specific emphasis on rights and responsibilities under the U.S. Constitution.

Grade levels are not emphasized in adult education in grades 1-8. Adult students are classified as ninth grade students on the basis of one or more of the following:

- a. Completion of eighth grade in another program, such as a regular school program.
 - b. Completion of the requirements of grades 1-8, such as the adult basic education program.
 - c. A satisfactory score on a standardized test.
 - d. Psychological reasons in the interest of students.
 - e. Evaluation of student transcripts and other student records.
5. A minimum of one credit must be earned in residence with Adult Education before an adult high school diploma is granted.

Alternatives to Normal Progression - Adult Education.

1. Acceleration. Students progress at their own rates of speed and the earning of credit is based on mastery of course standards. Students are encouraged, therefore, to accelerate according to the best of their abilities.

2. General Educational Development Test (GED). The GED is a national test that permits a person to receive a high school diploma upon successfully passing an examination. The diploma issued, by the Florida Department of Education, is the State of Florida High School Diploma. The GED is a battery of five tests that measure general educational development.

- a. The five tests cover the areas of language arts/writing, social studies, science, language arts/reading and mathematics.
- b. To take the test, a person must be eighteen years of age or older and reside in the State of Florida at the time of application. Minor persons sixteen or seventeen years of age may, with parent/guardian's permission, take the GED only under extraordinary circumstances. Persons 16 or 17 years old who have withdrawn from secondary school must participate in pre-and post-test career planning conferences through the adult education Student Services Department. **Extraordinary circumstances include:**
 - i. Admission to college, junior/community college, or university

- ii. Military enlistment
- iii. Vocational training requirements
- iv. Emotional, psychological, or serious social difficulty prohibiting the student from attending regular classes
- v. Serious financial need, or
- vi. Employment/promotion requiring a diploma

3. Co-Enrollment in High School and Adult Education. Graduating juniors and/or seniors currently enrolled in a Gadsden County High School may enroll in Adult Education credit courses with prior written approval of their home school principal or his/her designee. The adult education program will determine the number of students to be accepted in adult education classes. Such students shall be subject to the rules of the adult education program for their enrollment and progression in that program.

**IMPORTANT CHANGES
FOR ADULT EDUCATION STUDENTS
SCHOOL YEAR BEGINNING AUGUST 22, 2011
DUE TO RECENT LAWS PASSED BY
FLORIDA LEGISLATURE, MAY 2011**

Students must pay tuition for each term enrolled.

Tuition rates are as follows:

Terms	Length of Term	Resident Rate	Non- Resident/ Out-of-State Rate
Term I	Aug 22-Dec 21, 2011	\$45.00	\$120.00
Term II	Jan. 5- May 31, 2012	\$45.00	\$120.00

Students must prove residence in Florida for 12 consecutive months prior to enrollment.

Examples of documentation may include (must provide 2):

- *Florida driver's license or Florida ID card*
- *Florida voter's registration card*
- *Florida vehicle registration*
- *Proof of permanent home in Florida*
- *Proof of homestead exemption in Florida*
- *Transcript from Florida high school for two or more years*
- *Proof of permanent full-time employment in Florida (30+ hours per week for year)*

If residency cannot be established, students may enroll and pay the non-resident rate.

Proof of residency and payment of tuition MUST be completed during orientation and before students are assigned to a class.

Students may withdraw and re-enroll during the same term without paying additional tuition for that term.

ANTI-DISCRIMINATION POLICY

The Gadsden County School District prohibits any form of discrimination or harassment on the basis of race, color, sex, religion, national origin, marital status, age or disability in any of its programs, services or activities.

Thank you for choosing Gadsden Technical Institute. We appreciate your willingness to further your education by taking this first step toward your diploma. Please let us know anytime you need assistance with classroom activities and let us know how we can help you as you seek to gain a realistic balance with your family, work, and community responsibilities.

DRIVER'S LICENSE LAW

F.S. 322.091 states attendance requirements required for obtaining a driver's or learner's license and establishes eligibility requirements for driving privileges, notification of intent to suspend, and hardship waiver and appeal procedures.

In order to be eligible for driving privileges a minor must satisfy one of the following criteria:

1. Be enrolled in a public school, nonpublic school, or home education program and satisfy relevant attendance requirements;
2. Have received a high school diploma, a high school equivalency diploma, a special diploma, or a certificate of high school completion;
3. Be enrolled in a study course in preparation for the General Educational Development test and satisfy attendance requirements;
4. Be enrolled in other educational activities approved by the district School Board and satisfy relevant attendance requirements;
5. Have been issued a certificate of exemption according to section 1003.21, F.S.; or
6. Have received a hardship waiver.

Each public school principal or designee is required to notify the School Board of each minor who accumulates fifteen (15) unexcused absences within ninety (90) calendar days. The superintendent must report the legal name, sex, date of birth, and social security number of each minor who fails to meet attendance requirements to the Department of Highway Safety and Motor Vehicles. F.S. 1003.27(2)(b)

INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES

To be eligible to participate in interscholastic extracurricular activities, a student must maintain the grade point average listed:

Students in Grade 9:

1. To be eligible in the fall semester of 9th Grade, must have been regularly promoted, the previous year, from Grade 8.
2. To be eligible in the spring semester of the 9th Grade year, a student must have a 2.0 GPA on a 4.0 scale.

A student in Grade 10-12:

1. must have a cumulative 2.0 GPA on a 4.0 scale, or:

Each middle school student who participates in extracurricular activities must maintain a minimum 2.0 grade point average (GPA) on a 4.0 scale. Elementary students' initially entering middle school will have their eligibility determined by their GPA for the first grading period.

Interscholastic extracurricular student activities are those organized between or among schools which are carried on outside the curriculum. These activities include displays of talent which may include, but are not limited to, sports; music festivals; and speech, debate, art, drama, foreign language, and club competitions. *s.1006.15, F.S.*

DEFINITIONS

- (1) **Approved Course of Study** – An approved course of study is one that is:
 - a. In a program listed in Chapter 1003, Florida Statutes;
 - b. An educational activity that constitutes a part of the instructional program approved by the School Board;
 - c. Conducted under the supervision of an instructional staff member as defined in Section 6A-1.0501, State Board of Education Rules; and
 - d. Listed in the “Course Code Directory”, which is a document published from time to time by the Florida Department of Education, and which is hereby incorporated as a part of this rule. Copies of the “Course Code Directory” may be obtained from the Superintendent’s office or from the Florida Department of Education, Tallahassee, Florida.
- (2) A **school day** for any group of students is that portion of the day in which school is actually in session and shall comprise not less than 5 net hours, excluding intermissions, for all grades above the third; not less than 4 net hours for the first three grades; and not less than 3 net hours for kindergarten or pre-kindergarten students with disabilities; or the equivalent as calculated on a weekly basis. The net hours specified in the subsection shall consist only of instruction in an approved course of study and shall exclude all non-instructional activities as defined by rules of the State Board of Education. With Board approval, the last three (3) days of the 90-day term, and/or the 180-day term may be designated as final examination days for secondary school students. These final examination days shall consist of no less than 4 net hours, excluding intermissions. The minimum length of the school day herein specified may be decreased under rules which shall be adopted by the state board for double session schools or programs, experimental schools, or schools operating under emergency conditions.
- (3) A **full credit**, for the purpose of requirements for promotion in grades 9-12 or graduation from high school, means:
 - a. A minimum of 135 hours of bona fide instruction in a designated approved course of study which contains student performance standards as provided by Section 1003.436, Florida Statutes, or
 - b. The equivalent of six semester hours of college credit earned through dual enrollment as provided by Section 1007.271, Florida Statutes.

In order to be awarded a full credit, a student must have:

- c. Been in attendance for instruction for at least 135 hours (excluding excused absences pursuant to Section 1003.436, Florida Statutes, for which missed work has been made up) in either the regular class, or in an activity related to the

instructional outcomes of one or more of the classes missed, and made up all class work and homework missed as required by the school where he/she is enrolled, or

- d. Made up all class time and work missed to the satisfaction of the teacher of record in the courses in which he/she is enrolled; and has demonstrated, by performance on tests and other measures required by the school, mastery of the student performance standards in the course of study.

(4) **One-half credit** is defined as one-half of the requirements set forth in #3 above.